

AN ERROR ANALYSIS ON THE USE OF PAST TENSE IN NARRATIVE TEXT

THESIS



By:

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ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS MUHAMMADIYAH SIDOARJO

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Dengan ini menyatakan dengan sebenarnya bahwa skripsi yang saya tulis benar-benar hasil karya saya sendiri, bukan merupakan pengambilan karya orang lain atau pikiran orang lain yang saya akui sebagai hasil tulisan dan hasil pemikiran saya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis. Pernyataan ini dibuat sebagai salah satu syarat untuk menempuh ujian skripsi.

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Yang Menyatakan

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MOTTO AND DEDICATION

Motto:

The real struggle is fighting for beautiful future.

Dedication

This thesis presented by my parents (Mr. Santoso and Mrs. Kristiana)

(Thank you for your love, motivation, support, prayer, and anything else. Because all of you i can finished my study until University level and i love you so much)

My Best Friend “VIP “(Vivi and Iin)

(Thank you for your support, suggestion, and your time. Without all of you i can not finished this thesis and thank you for being my best friend and i hope we always compact and crazy every time.)

ABSTRACT

Susanti, Mega Putri, 2017, An Error Analysis on The Use of Past Tense in Narrative Text. Thesis, English Education Study Program, Faculty of Teacher Training and Education. Universitas Muhammadiyah Sidoarjo. Advisor Fika Megawati, M.Pd

The purpose of this study is to analyze of student's errors on the use of past tense in Narrative text based on the problem that students felt confused about using past tense in their writing especially Narrative text. The method of study is qualitative descriptive. The subject of study researcher chose 8 F class (2016/2017) in SMP Negeri 1 Candi, Sidoarjo. The result show that the reseacher found four types of errors : omission, addition, misformation, misodering. Then, the researcher found the highest error made by students is misformation with 52 % percentages. This problem influenced by student felt confused to understand simple past because they did not know the meaning and differences between regular verb and irregular verb. Therefore, students claimed if they seldom to practice writing paragraph.

Key Words: Error Analysis, Past Tense, Narrative Text.

ABSTRAK

Susanti, Mega Putri, 2017, An Error Analysis on The Use of Past Tense in Narrative Text. Thesis, English Education Study Program, Faculty Of Teacher Training and Education. Universitas Muhammadiyah Sidoarjo. Pembimbing Fika Megawati, M.Pd

Tujuan skripsi ini adalah untuk menganalisa kesalahan siswa dalam penggunaan past tense pada paragraf Narrative teks berdasarkan masalah yang diteliti siswa merasa bingung dengan penggunaan past tense yang ada pada narrative teks. Skripsi ini metode kualitatif deskriptif. Objek penelitian skripsi ini adalah kelas 8 F tahun ajaran 2016/2017 di SMP Negeri 1 Candi, Sidoarjo. Dari hasil temuan di Lapangan peneliti menemukan ada empat jenis kesalahan yaitu : omission, addition, misinformation, misodering. Kemudian, peneliti mengkaji dan menyimpulkan bahwa jumlah kesalahan yang tertinggi adalah misinformation dengan hasil 52%. Hal ini dikarenakan oleh siswa merasa bingung untuk mentranslate kata dari Bahasa Indonesia ke Bahasa Inggris begitupun sebaliknya. Siswa juga tidak dapat membedakan antara regular verb dan irregular verb. Siswa juga mengaku mereka jarang praktek untuk membuat paragraf dalam Bahasa Inggris

Kata Kunci : Analisa kesalahan, Past Tense, teks narrative.

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Finally, the researcher hope if this thesis could useful for everyone who read it. The researcher realizes that during completed this thesis is far from being perfect. Therefore, the criticism and suggestions of the readers are expected.

Sidoarjo, 5 June 2017

The Researcher

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CHAPTER I

INTRODUCTION

This study researcher focuses to research an error analysis on the use of past tense in narrative text. Besides, this chapter discusses about the background of the study, the statement of the research problem, the objectives of study, the significance of the study, the scope and the limitation of the study, and definition of key terms.

1.1. Background of The Study

Globalization era brought the big effect to all level in society and we as a society must be prepare to encounter all of changes in all sector. The sector such as economy, education, technology, etc. Besides, the effect from the changes of globalization is a system that organize society's life. There are many institutions and company use English as their language because English is one of international languages that became standard to create communication in the world. Thus , English is very important to learn. If we want to understand about English language, we must mastering four skills. They are speaking, listening, reading, and writing.

Moreover, there are many schools in Indonesia applied new system in their school for encounter the global changes. One of system in their school is how to master English well with create English day program or anything method. Not only system that changed by government, but curriculum of education in indonesia also suitable with student's necessary and now almost schools in indonesia use 2013 curriculum. Then, the new curriculum in Indonesia can answer global challenges faced by all of levels society. Therefore, school in Indonesia can create the gradutaion who reliable and students have a high competitive to build their country.

According to Khasanah,” In the implementation of 2013 curriculum, there are three related dimensions. They cannot be separated. They are planning, teaching learning process, and learning evaluation. The planning will establish the materials will be taught, the media will be chosen, and the methods will be used in teaching learning process. In such away, the evaluation procedures will be used to know the product of teaching learning process and student’s achievement.” (2015: 5). So that, teacher just become facilitator for students and give attention in every student’s skill. Therefore, teacher have to aware in provide student to master English in four skill that consists speaking, reading, listening, and writing because the four element is very influence in English learning process.

In this study, the researcher focuses to research an error analysis on the use of simple past in narrative text and this study is related with writing skill of students because writing skill is different from other skill in English learning process. Writing is one of four skills in English and important since writing can make us to express anything in a paper, writing can help us to remain our idea after we read information. The most important, we can share the information to other people. Writing requires thinking, and thinking is always complicated and hard. Writing is complicated also because the writer needs to do everything at once. The writer produces words, sentences, paragraphs, and extended compositions all at the same time; words must be spelled, sentences punctuated, and paragraphs unified (Gorell and Laird in Anwar: 2014). Therefore, we need accuracy to make paragraph because the information that we deliver to reader can easy to understand.

Nowdays, there are many writing competition to improve student's skill to write Scientifics work. consequently, teachers are supposed their students to practice write a lot.

Not only express idea on the paper but also writing needs well knowledge and hard thinking when students produce words, sentences, paragraph at the same time with good English grammar. For some Indonesian students it is not easy to change the form and the combine the words into sentences. They seem to have a problem in mastering English grammar especially about tenses (Syarif:2014).however, when students write something, they found many difficulties. Then, students the other hand, students didn't know the meaning of words and the function of word. Beside that, they didn't know what the tenses that they want used to make paragraph.

Moreover, tenses is a part of grammar and the function of the tenses is to explain the accident in the story happened. According to Grain (2006), tense is a tool that English speaker use to express time in their language so you learn to think like a native speaker. Thus, students have to understand the part of tenses in writing paragraph or essay. One of tenses is Simple past, this tenses explain the accident that happened in the past time. Futhermore, simple past used regular and irregular verb or they can using verb be (was, were). According to azar in Wati (2011) " The simple past is used to talk about activities or situations that began and ended in the past.

For Example:

Last holiday, me and my family visited yogyakarta to picnic. We arrived Yogya at 5 a.m and we felt very tired at the time. Then, we went to the Hotel for took a bath and prepared our trip. We have planed to visit Borobudur temple as a first place. Moreover, Yogyakarta have a beautiful scenary which made us enjoy to spend our time.

Based on the pre – observation with the English teacher and some students in SMP Negeri 1 Candi, Sidoarjo. It was found that students of eighth grades felt confused to understand simple past because they did not know the meaning of the words. Although the teachers used interesting media, students still can not distinguish among verb, adjective, and noun. They usually changed adjective to verb form. Thus, they can not distinguish between regular and irregular verb. The English teacher of SMP Negeri 1 Candi explain that the learning of grammar especially tense is a bored activities, so students did not want to pay attention when the teacher explain the material. Then, the writing result of students still far from the teacher's expectation because in 2013 curriculum the learning of tenses must intergreted with writing or reading activities. The teacher said if the activities of learning tenses just explain the function of the tenses and students make a example, they are still confused. Moreover, the new method in learning tenses is changed but, this method can make students difficult to master tenses especially using simple past in writing narrative text.

Based on the students of eighth grades statement they were not confident to answer question or finish their assignments because they thought if English is difficult and they did not know the meaning. In other hand, they did not know about verb, one each them said they did not know verb in Indonesia, so they did not know verb in English as well. The other students said they were still confused about the differences between regular verb and irregular verb or they did not know the change from verb one to verb two.

Thus, errors analysis is very important because the researcher would to the types of errors done by students of using past tense in writing narrative text and the factors that influence their errors. Errors is very usual in writing paragraph or essay, so errors

analysis is needed by teacher to correct the student's essay. According to Corder in Sompong (2014: 114). "Errors tell teachers how far toward the goal learners have progressed and consequently, what remains for learners to learn. Second, errors provide researchers with evidence on how language is learnt or acquired, what strategies or procedures learners are employing in their discovery of the language. The making of errors is a strategy employed both by children acquiring their mother tongue and by those learning a second language. Errors can be accepted as a kind of learning activity in learners"

Moreover, analyzing grammatical errors that made by students in writing paragraph. According Sompong (2008 : 6) error is unique to humans, and error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language. Based on the previous study that used by reseacher from Wati(2011), the researcher found that the result from Wati (2011) are almost students can not make a different between using regular verb and irregular verb. Besides, the researcher also found if students felt writing paragraph in English is very difficult because the students did not find the tenses in Indonesia language while if they write paragraph in English, they have to distinguish every tenses. Then, based on Syarif (2014) the researcher found if the students did not verb 2 and they did not know the form and the usage of simple past. The similarities between the research from some experts and in this study is Error analysis of the use simple past in writing narrative text but the researcher focuses to analyze the errors based on the surface structure taxonomy by Dulay and Krashen . They are omission, addition, misinformation, and misodering. Therefore, researcher is interested to analyze errors of past tense done by students eighth grades of writing in narrative text.

1.2. The Statement of The Research Problem

Based on the background above we can arrange the question for this study. The question is:

What types of past tense errors made by students in writing narrative text?

1.3. The Objective of The Study

The objective of the study is that the researcher wants to analyze errors of past tense that made by students eighth grades of writing in narrative text at SMP Negeri 1 Candi.

1.4. The Significance of The Study

After the researcher finished this study, the researcher hopes the result of this study is expected to give a contribution to the teaching and learning process in English especially writing.

- For the English Teacher

The researcher hopes that this research study can improve the teacher's ability to help students in teaching writing in the class. Besides that, the English teacher is able to use the interesting media like using English diary to improve the students' ability in writing. After, the teacher read this study they more careful to check using grammar that made by students. Therefore, teacher can found new method to teach grammar not only simple past. So that, teacher can guide the students to make narrative text with correct tenses.

- For the students

This research study can be used to help students in writing. It means that, student can practice to make narrative text. If students often practice to make narrative paragraph everyday, students will accustomed to write with less mistake. Beside that, students more careful to use their tenses in their narrative text.

1.5. Scope and Limitation of The Study

Based on the study, researcher limit to analyze errors by students eighth grades in writing narrative text and the researcher focuses on simple past. Thus, the researcher conducted errors analysis in writing narrative text based on surface structure taxonomy. They are omission, addition, misinformation, and misodering.

1.6. Definition of Key Terms

Definition of key terms was made to clarify the difficult meaning and avoid misunderstanding to the reader. The researcher classifies some terms as follows:

- **Writing**

Writing is one of four skills in English and important since writing can make us to express anything in a paper, writing can help us to remain our idea after we read information. The most important, we can share the information to other people. Writing for the students is to express their felling and produce their own language on the paper (Wati:2011).

- **Simple Past**

Simple past is tenses that explain the accident that happened in the past time. Furthermore, simple past used regular and irregular verb or they can using verb be (was, were). According to Anwar” simple past is a tenses that began and finished in the past(2014:14). It means that, simple past explain the accident that star and end in the past and the accident did not discussed again today.

- **Past Progressive**

Past progressive is tenses that happened in the past but still happened until today. Past progressive has was/ were to help the sentences clear. Besides, verb in past progressive use verb ing. According to Silva (2011 : 1)” Past progressive is a tenses that talked about when talking about TWO actions in the past, one continues for a period, and the other starts and ends (past simple).

- **Error Analysis**

Error analysis is a method to analyze the errors mistake that made students in writing paragraph or essay. According to Hourani” Error analysis is an essential source of information to teachers. It provides information on students' errors which in turn helps teachers to correct students' errors and also improves the effectiveness of their teaching”(2008: 16). It means that, error analysis is very important because the researcher would to the types of errors done by students of using past tense in writing narrative text and the factors that influence their errors.

CHAPTER II

REVIEW OF RELATED LITERATURE

This study researcher focuses to research an error analysis on the use of past tense in narrative text. Besides, this chapter discusses about the relevant theories of the study. The point that would like to discuss by the researcher are writing, tenses, error analysis, narrative text, and the previous study.

2.1. Definition of Writing

Writing is very popular in English learning activities. Every people must be know about writing. Moreover, writing is a part of skill in English that must be mastered by everyone. Therefore, writing is an activity where someone can express an idea or opinion on the paper. Besides, we can share information or knowledge to the reader. Not only express our idea but we need accuracy and carefully to arrange paragraph as well. Meanwhile, Writing is a medium of human communication that represents language and emotion through the inscription or recording of signs and symbols. In most languages, writing is a complement to speech or spoken language (Wikipedia:2016). Consequently, we need practice to write paper or essay a lot for drilling our skill in writing because writing is a different from other skills with a good skill, we can create interesting scientific work. In other hand, we can prevent the reader from misunderstanding if our writing use correct grammar. Writing is very difficult from other skills because we need full concentrate to choose interesting topic and write with correct grammar.” This difficulty is not only generating and organizing idea, but also in translating these ideas into readable text. That is way writing becomes the last language skill to be taught after listening, speaking, and reading skill” (Rosa, 2014: 79). It means that writing has different difficulty level

with other skills because writing need systematic sequence of sentences and skill translate well. In practicing, teacher have to make interesting media to engage their students because writing have some method to become good paragraph. In a fact, students in Indonesia felt confuse to translate between Indonesia to English and contrarily. Thus , writing is a set of paragraphs that consists noun, verb, adjective, phrase, etc. If the components became one unit, they would be good paragraph and made the reader bring out in the story. Based on Rosa's statement (2014: 79)" Writing is process of exploring the writer's thoughts to manifest the graphological and grammatical system of language by using visual medium in the form of sentences.

From definition by experts we can conclude if writing is a part of skill in English learning activities and has a different characteristic among them. Moreover, writing composed of sentences that have a important meaning for the reader. Besides, writing also need organizing idea to share the information for the reader. Not only organizing idea but also writing show graphological and grammatical sysem language it means that the writer has a characteristic to share their idea in writing. Therefore, the writer make the reader easy understanding the content from paragraph and the purpose of the text was made by the writer. Cosenquently,the writer should resemble their scientific work with correct grammar and systematic sentences. However, we should know the process of writing. In this way, we can make a good paragraph with sentences sequences systematically. Therefore, the process of writing would explained in next point.

2.2. The Process of Writing

Writing has five process to become good paragraph. Therefore, the writer should follow steps of writing that become provision in writing. The element are prewriting, outlining, Drafting, revising, and editing.

2.2.1.Prewriting

Prewriting is a technique in writing that use general topic or the collecting idea from the writer. The purpose from this strategies are we can imagine what the topic that would be write and we can also make a draft from our idea. According to McLean (2012: 381)” Prewriting is the stage of the writing process during which you transfer your abstract thoughts into more concrete ideas in ink on paper (or in type on a computer screen)”. It means that, prewriting is a topic idea that would be basic to write information and it’s still abstract. After that, the writer can organize their idea on the paper as a draft or outline. In prewriting also has four strategies that can help the writer. There are choosing topic, using experience and observation, reading, and freewriting.

- **Choosing Topic**

Choosing topic is a strategy where the writer decided what the theme that would be write. “The first important step is for you to tell yourself why you are writing (to inform, to explain, or some other purpose) and for whom you are writing” (McLan, 2012 : 381)

It means that, the writer have to know the reason why he want to write. Then, they choose the topic before the writer began to write. Moreover, the writer can make a plan about the scientific work that would be made by the writer.

- **Using Experience and Observation**

Using experience and observation can become the alternative way for the writer to begin their writing. Moreover, the writer can use their experience during their life as a unique topic and help them to more easy in writing. Besides, the purpose of observation is to guide the writer choose interesting topic based their experience that has been happened.

- **Reading**

Reading is a strategy in prewriting where the writer search references to support their scientific work. Moreover, the purpose of reading in this strategy is to support their idea or topic that have been chosen by the writer. Therefore, reading can make the topic of writing has a progress to become systematic paragraph.

- **Free writing**

Freewriting is a technique where the writer write anything based on they wanted and their mind. This technique can help worried feeling by the writer about correct grammar and mistake meaning.

2.2.2. Outlining

After prewriting technique have done, the writer have to make a outline before they began their scientific work. Moreover, outlining is aprocess where the writer to write keyword that would be object of scientific work. the purpose of the technique is help the writer to write systematic paragraph and focus in a topic that have been chosen by the writer. Moreover, the writer just write the point of the topic.

2.2.3. Drafting

Drafting is a process where the writer complete their paragraph or essay with new idea. The purpose this strategy to help the reader easy understand the information. Besides, in drafting process the writer began first writing with introduction, body paragraph, and conclusion.

2.2.4. Revising and Editing

Revising and editing is important process in writing where the writer would be checked their scientific work. In this step, The writer read again the topic of scientific work and match with content of sentences that written by the writer. Besides, the writer try to edit their work if there are error mistake like grammar and revise to become correct grammar.

2.3. The Types of Writing

Writing has a types that must be learned. Based on wikipedia types of writing has four styles, they are descriptive, narrative ,argumentative, expository. Moreover, the fourth types of writing would be explained in below.

2.3.1. Descriptive Text

Descriptive text is a types of text that explained about description of something. The object that are usually discussed in descriptive text are people, animal, things. The purpose of descriptive text is to inform about the condition and characteristic of the object to th e reader.

2.3.2. Narrative Text

Narrative text is a text that explained about telling story and telling the cronological that happened. The purpose of this text are entertain the reader and this text can also bring the reader in the story. This text usually telling about fable, legend, myth, faitytale. Moreover, the explanation would be countinued in next point.

2.3.3. Argumentative

Argumentative is a text where the content of paragraph show the controversial for the reader. Besides, the content of argumentative text contains pro and contra from the information that have been shared by the writer.

2.3.4. Expository

Expository is a text that tell a information to the reader. Thus, the content of this text contain persuasive element. Moreover, this text purpose the reader believe and practice based on the paragraph that have been explained in paragraph of expository text.

2.4. Narrative text

Narrative text is a famous text in English learning activity. Then, narrative text is a paragraph or essay that telling story or cronological the accident. The content of narrative was made very interesting because this text aims to entertain the reader. Moreover, the reader can bring out in the story and they can imagine that the story really happened in reality. According to Asmiyah” A narrative text ussually focuse on spesific participant or character, describe certain events or phenomenon in detain”(2011: 164). It means that narrative text explained a phenomenon that have been finished in last time with including figures and the character that supported them in the story.

In addition, this theory almost same with syarif, he said” Narrative text is the story that happened in the past “(2014: 13). From the defintion by expert, we can know if narrative text is a story that made to entertain the reader. Moreover, the reader can felt the srory from the characteristic there. Besides, to make the reader interesting with the topic, the writer have to make the story with illustration. Therefore, the reader can felt the story like in real life.

Narrative text has a some example. They are fable, legend, myth, fiction. The example of the narrative is very unique. Moreover, there are many author made a novel, poem, and short story. However, the accident in narrative story is fiction but the reader felt interesting to read the story because the story can help them from their busy daily activity.

2.4.1. The Generic Feature of Narrative Text

If we wanted to make a good narrative paragraph, we would know the generic feature of narrative text because this element that arranges the paragraph becomes interesting and systematic. Based on Asmiah's theories, the generic features of narrative are:

- **Characterization**

Characterization is an element that explains the character of the figure in a story. Thus, the function of this element is to make the story become strong and curious with the content of the story.

- **Point of view**

The function of point of view is to show the position from each figure in a story. In other hand, this element tells the reader about the function of the character in the story. They are first person and third person. First person point of view is using subject "I" in the story. It means that the writer explains the main character of the story or subject "I" uses the writer to describe their self in the story if they create a story based on their experience. Moreover, third person point of view usually uses a name to explain the character or the writer can use she or he. For the example snow white, Rapunzel, Cinderella.

- **Theme**

Theme is an element that explains about a topic or idea in the story.

- **Plot**

Plot is element that tell the reader about the way of story or explained about time signal in story. It means that the story can tell with cronological plot from begining until ending without flashback or the story tell the reader with using flashback plot.

2.4.2. Element of Narrative text

- **Orientation**

Orientation is a element of narrative text that tell introduction of the story to the reader. In this element tells the reader about the character of the story, time, and place.

- **Complication**

Complication is a element of narrative text that tell to the reader about the problem in the story. Then, the problem in the story show a conflict between each figure there. This element is the part of story that make the reader felt uptight.

- **Resolution**

Resolution is a element of the narrative text where the character in store find out the solution about the conflict. This element also tell the reader about the ending of the story.

2.4.3. Language feature of Narrative Text

Based on yani's Statement 2015

1. Using simple past
2. Time signal: last, a long time ago, once upon time
3. Time conjunction: when, then, suddenly
4. Specific character. The character of the story is specific, not general.

(Cinderella, Snow White, Alibaba, etc)

5. Action verbs. A verb that shows an action. (killed, dug, walked, etc)
6. Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White). The direct speech uses present tense.

Example of Narrative Text Based on (<http://brechonana.blogspot.com/2014/11/contoh-narrative-text-legend-bahasa.html>).

The Legend of Tangkuban Perahu

Once, there was a kingdom in Priangan Land. Lived a happy family. They were a father in form of dog, his name is Tumang, a mother which was called is Dayang Sumbi, and a child which was called Sangkuriang. One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he hunted no deer. Then he thought to shot his own dog. Then he took the dog liver and carried home. Soon Dayang Sumbi found out

that it was not deer lever but Tumang's, his own dog. So, She was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scar then cast away from their home. Years go bye, Sangkuriang had travel many places and finally arrived at a village. He met a beautiful woman and felt in love with her. When they were discussing their wedding plans, The woman looked at the wound in Sangkuriang's head. It matched to her son's wound who had left severall years earlier. Soon she realized that she felt in love with her own son. She couldn't marry him but how to say it. Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With a dawn just moment away and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowed for a new day. Sangkuriang failed to marry her. She was very angry and kicked the boat. It felt over and became the mountain of Tangkuban Perahu Bandung.

2.5. Tenses

Tenses is a one of grammar that explained about time where the anccident happened. This element often used in all aspect like writing essay or paragraph. Besides, tenses show the posistion of sentences. It means that tenses describe the accident in sentences already finished or still going on until today. According to Grain (2006), tense is a tool that English speaker use to express time in their language so you learn to think like a native speaker. It means that, if we would be know about time in a story or paragraph essay, we would be learned about tenses firstly. Based on learning English online (www.englisch-hilfen.de)” tenses spare become three

parts, they are present, past, future. From the definition we can conclude if tenses is media to learn about where the accident happened in a story. Besides, we can know if time can spare become three parts, they are present, past, future. Moreover, tense also support with verb form.

2.6. Simple Past

Simple past is one of tenses explain about the accident happened in the past. Besides, simple past was supported with verb form they are regular verb and irregular verb. According to Anwar” simple past is a tenses that began and finished in the past(2014:14). It means that, simple past explain the accident that star and end in the past and the accident did not discussed again today.

For example:

Yesterday, i went to library with my friends. We wanted to look for some books. Besides, we felt uncomfortable because the condition of book that we searched was damaged. Then, we felt disappointed with the condition. Finally, we decided to go home. After, we arrived at home and took a rest. We found a wrapped like gifts under the door. Therefore, one of our friend opened the gifts and she was surprised with the size of the gift. She told us if the size of the gift was a book that we searched in the library and i had bought that book with online delivery. After that, all of my friends was angry with my foolishness. Yups.. this is a my foolishness experience.

2.7. Past Progressive

Past progressive is a tense that happened in the past but still happened until today. Past progressive has was/ were to help the sentences clear. Besides, verb in past progressive use verb ing. According to Silva (2011 : 1)” Past progressive is a tense that talked about when talking about TWO actions in the past; one continues for a period, and the other starts and ends (past simple).

Example based on Silva statements:

*While I was talking on the phone, someone stole my car.

*I was making breakfast when the cat knocked over the milk carton, so I burnt the toast.

Based on the explanation above we can conclude if past progressive explained about the accident that happened in past time when the others accident happening also.

For example:

In this Holiday, i spent my time just lay on my bed because i did not want to do anything. When i listened a music on my bed, my mobile phone was ringing. I felt surprise because my grandmother asked me to picked up her in the station. Ouhh.. this is really distrub me. Moreover, i took my car key and picked my grandmother. When i drove my car, my mobile phone was ringing again. My grandmother called and told me if she forgot that my grandmother was in the Boston station not in the New york station and she made a mistake have been called me. I felt really dissapointed with this accident and finally i decided to go home. After i arrived at my home, i decided to go in my bedroom. When i watched tv, my mom was cooking my favorite food. Yeah.. this is a encouragement for me in this my holiday.

2.8. Error Analysis

Error analysis is a tool to help the researcher check the grammatical error that made by students especially using tenses in narrative text. According to Hourani (2008: 16), "Error analysis is an essential source of information to teachers. It provides information on students' errors which in turn helps teachers to correct students' errors and also improves the effectiveness of their teaching". It means that, error analysis is very important because the researcher would to the types of errors done by students of using past tense in writing narrative text and the factors that influence their errors. Errors are very usual in writing paragraph or essay, so error analysis is needed by teacher to correct the student's essay. Based on Dulay and Krashen theories (1982), error analysis can be divided into four types. They are omission, addition, misinformation, and misordering. Besides, this theory was taken based on surface structure taxonomy.

2.8.1. Omission

Omission is a part of errors that usually the writer omitted or changed the words. For example, "My aunt is very beautiful" if the writer omitted "is" become "My aunts very beautiful". According to Sompong (2014 : 116), "Learners in the early stages of learning tend to omit function words rather than content words. More advanced learners tend to be aware of their ignorance of content words and rather than omit one". It means that when students make a paragraph, sometimes they omit the part of sentences and if the teacher did not make a clarify, the students would be use incorrect grammar in writing paragraph. According to Dulay (1982:154), "Omission are characterized by the absence of an item that must appear in a well-formed utterance." It means that students omit one of the structural of language. Moreover, the students felt confused about the structural of sentences.

2.8.2. Addition

According to Dulay (1982: 156)”, Addition is a opposite of omission. Their characterized by the presence of item, which must not appear in a well- formed utterances”. It means that addition is a part of errors that should not be required to be used in making a sentence. In this section, students make a paragraph with abbreviate the utterances in writing paragraph. Moreover, addition has some chategories. They are regularization, double marking, simple addition.

- **Regularization**

Regularization is a part of addition that make a exception in writing paragraph. Moreover, the writer should be obey the rules that have been created by international law about using English languge. For example “Bring as a verb 1 and Brought as a verb 2 and Buy as a verb 1 and Bought as a verb 2.” According to Dulay(1982: 157),” Regularization a rule typically applies to a class of linguistic item”. It means that regularization is a part of types errors that explained about using linguistic item like verb. For example eat become eaten.

- **Double Marking**

According to Sompong (2014: 116)” defined as ‘failure to delete certain items which are required in some linguistic constructions but not in others”.it means that the part of addition which change or make a abbreviate the uttrances. For example: she doesn’t read a book.

- **Simple Addition**

Simple addition is part of addition that has a different definition between regularization and double marking. In this part, simple addition is a part when the writer should be care the context of the sentences in writing paragraph. According Dulay (1982:158)”, simple addition is a part of errors type that if an addition error is not a double marking nor a regularization, it is calle a simple addition.” It means that simple adition is a element did not appear utterances.

2.8.3. Misformation

According to Dulay (1982: 158),” Misformation errors are characterized by use of the wrong of the morphemes or structure. It meanst that misformation a part of errors that teacher found in writing paragaph of the students that using wrong structure in arrangement sentences. Moreover, according to Sompong (2014:8),” this category has relation with adverbials, interrogatives and adjectives. It means that misformation is a element that focused on the sturctural sentences in students writing.

2.8.4. Misodering

Based on Dulay Statement (1982:162) This category is relatively uncontroversial. The learners can select the right forms to use in the right context, but they arrange them in the wrong order, for instance, adverbials, interrogatives and adjectives, yielding errors as in:

* He every time come late home.

2.9. Factor that Influence The Students Making Errors

Based on Hourani's statement (2008:42) there are three factors that influence students making errors in their writing, they are such as:

2.9.1. Language Transfer

Language transfer is a process transfer information about language from source language to target language. According to Hourani (2008:42)" These errors could systematically be found at the beginning of second language learning. Since the learner is a beginner, he tends to rely on a great deal of transfer from his mother language". It means that when the beginner began their practice in using language, they would be make a error in their practice. Moreover, their teacher using mother tounge to explain the material. If the teacher did not changes their method, their students could not practice English well and they still mix their language. Language factor has two categories that would be explained, they are such as:

- **Interlingual Transfer**

Based on Hourani's statement (2008:42) "Interlingual transfer is a strategy that used by the beginner with combine mother tongue and second language". It means that the learner tried to mix their language when they practiced English as a their second language. Moreover, the effect of this method the beginner felt difficult to organize their language in writing. Then, the beginner made a errors language in their writing.

- **Intralingual Transfer**

Intralingual transfer is errors factor that made by the learner because the target language that the learner studied was different with their mother tongue. Moreover, the

learner felt confused with the structural of second language. Consequently, the learner made errors in their writing.

2.9.2. Teaching Method

Teaching method is very important and influence the development for students because the method influence students to get the material especially in English class. Moreover, if the teacher can create interesting media and make fun condition. The students would be enjoy in the class but if the teacher can not manage their class the students would be confuse and make error in their duty.

2.9.3. Lack of Writing Practices

Lack of teaching practices is a one of factors of that made by students because if students did not have habit to write essay in their home possibility they unusual with new words, the structural of language, and the organize the sentences. Then, students just practice to write essay when the teacher gave them homework or duty but the result of their duty still far from teacher's expected. This statements was supposed by Hourani's research (2008:46) he said "Lack of writing activities may lead to weakness in the writing skill as a result a lot of errors in students essays will occur". This statement has been tested by several language experts. Therefore, we can conclude if students seldom to practice write essay, the error problem of students would be occur.

2.10. Previous Study

As has been previously mentioned, this study aims to analyze errors of past tense done by students in writing narrative text. The researcher conducts a research about analysis using errors tenses especially using past tense. Thus, the researcher also includes previous study to support and strengthen this research.

First study is from Syarif (2014). The references discuss about an errors analysis of the use simple past in narrative text to support English learning process. The study used classroom action research and the study focused on the analysis errors using simple past in narrative. Besides that, this study was supported by Azzar (1989), Wd. Balld (1987), and Brown (2000) to strengthen her study. Therefore, this method ever applied in SMP Negeri 4 Bekasi. Syarif's thesis conducted to analyze errors mistake of the use simple past. Yet, the difference between Syarif's thesis and the researcher thesis is Syarif's thesis just focused to analyze simple past in narrative and the researcher focuses on errors analysis using past tense in narrative text.

The second previous study is from Abdullah (2013). The references discuss about errors analysis on the use of the simple tense and the simple past tense in writing essays among TESL College Students. This theory ever applied in Universitas Zainal Abidin. Moreover, the differences between Abdullah's thesis and the researcher's thesis is Abdullah's thesis just focused on simple present and simple past in writing essay and the researcher focuses on errors analysis using past tense in narrative text.

CHAPTER III

RESEARCH METHOD

This study the researcher focuses on research design, population, sample, research instrument, technique of collecting data, and the technique of analysis data.

3.1. Research Design

This study researcher used qualitative descriptive method. Thus, the researcher would know types of past tense errors made by students in writing text. According to Polkinghorne (2005: 137),” Qualitative research is inquiry aimed at describing and clarifying human experience as it appear in people’s life and researchers using qualitative methods gather data that serve as evidence for their distiled description”. It means qualitative is a research design where the researcher presenting the data with using description. Moreover, the purpose of qualitative is to help the researcher found the solution of the phenomenon happened in society with doing investigation to the object research. Based on Sarwono’s statement(2006:193)”, Qualitatif research bring the researcher blend with object research, the purpose of this way is the researcher can understand the phenomenon that they studied.” From explanation above we could conclude if the researcher who used qualitative research they should be objective to give opinion in their research. Moreover, the researcher should be consistent to give opnion because the resut of qualitative is static.

3.2. Subject of The Study

The target of study, the researcher selected students who study in SMP Negeri 1 Candi, Sidoarjo as an object. Moreover, the sample of the study was VIII F.

3.3. Research Instrument

To collect the data of this study, the researcher had some procedures to answer the problem that made by students in using past tense in writing narrative text are the researcher tried collaborate with English teacher to give narrative text writing test for students. First, the researcher using observation checklist to answer research problem about what types of past tense error made by students in writing text. Observation checklist is a tools that used by researcher to give assesment in English learning process. Moreover, the purpose observation checklist is to help teacher or observer easy to observe the development's students in the class. According to Reiger (2012:7), "Checklist are a great tool for collecting data about students during a unit of study. Before beginning a new unit, make a list of all the skills students will need to demonstrate mastery of the unit's outcome(s)". It means that observation checklist is a tools to help the researcher to monitor the student's developed in writing narrative text. in other hand, Based on Patton's statement(2003:1)," Checklist approach appropriate for a given evaluation's expected uses and answer the evaluation's questions. Moreover, checklist used to collect high quality and credible qualitative evaluation data, checklist also analyze and report qualitative evaluation findings". From definition above we can conclude if observation checklist is very usefull for the reseacher because the researcher can give evaluation the student's writing with clasified types of error based on the researcher's plan before.

Table of Observation Checklist

Sentences	Types of Error				Error	Correction
	O	A	M	M		
Sentence 1						
Sentence 2						

Notes

O = Omission

M = Misordering

A = Addition

M = Misformation

3.4. Technique of Collecting Data

To collect the data of this study, the researcher used interview with english teacher and some students. Then, the researcher observed the writing activities in the class with using observation checklist. Moreover, the researcher collecting student's writing with using framework in writing narrative text but in this activity the researcher collaborate with English teacher. After, the teacher gave project to write narrative text based on the kind of narrative text. Before, the students submitted their exercise, the teacher asked the students to choose the topic of writing. Then, the teacher asked students to make a draft before they began writing narrative text. After that, the teacher asked students to write narrative text based on their draft and the teacher limited the number of sentences in the student's writing with ten until fifteen sentences . The last, the teacher asked student to submit their exercise to the teacher and the researcher identified the types of error in their writing.

3.5. Technique of Analysis Data

To make a conclusion or answer the question of the research, the researcher makes some procedures. First, the researcher analyzed the student's assignment and focused to analyze using past tense with observation checklist. Second, the researcher clasified the types of erros and the researcher gave check in the observation checklis column based on student's error. Third, the researcher wrote the error sentences by students in error column. Fourth, the researcher wrote the correction of sentence in correction colomn. Fifth,the researcher described her analyzed with using qualitative descriptive method and using formula to help answer the research. According to Anwar (2014: 30)The formula and the table to recapitulation types os students errors as follow:

Recapitulation Table

Students	Types of Errors			
	Omission	Addition	Misodering	Misformation
Students 1				
Students 2				
Total				

The Formula:

$$P = F \times \frac{100 \%}{N}$$

Notes:

P = Percentages

F = Frequency

N = Number of cases (total of frequency)

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter discussed about the result of finding research and discussion about data interpretation.

4.1. Research Finding

To answer research question about types of errors and factors that influence the students in making grammatical error made by VIII F students. First, the researcher conducted Pre-observation and interviewed English teacher and some students VIII F about the student's problem in their writing test especially when they made narrative paragraph. The result of Pre-Observation, the researcher found if students of VIII F felt confused to understand simple past because they did not know the meaning of the words. Although the teachers used interesting media, students still could not distinguish among verb, adjective, and noun. They usually changed adjective to verb form. Thus, they can not distinguish between regular and irregular verb. The English teacher of SMP Negeri 1 Candi explain that the learning of grammar especially tense is a bored activities, so students did not want to pay attention when the teacher explain the material. Then, the writing result of students still far from the teacher's expectation because in 2013 curriculum the learning of tenses must intergreted with writing or reading activities. The teacher said if the activities of learning tenses just explain the function of the tenses and students make a example, they are still confused. Moreover, the new method in learning tenses is changed but, this method can make students difficult to master tenses especially using simple past in writing narrative text.

And the result of interviewed with students of VIII F is they were not confident to answer question or finish their assignments because they thought if English is difficult and they did not know the meaning. In other hand, they did not know about verb, one each them said they did not know verb in Indonesia, so they did not know verb in English as well. The other students said they were still confused about the differences between regular verb and irregular verb or they did not know the change from verb one to verb two.

Second, the researcher collaborated with English teacher to observe English teaching activities in VIII F. The researcher tried to monitor from English teacher opened the class, explained the material, and gave students test about Narrative text. The researcher found if English teacher did not use slide to explain the material at the time. Furthermore, English teacher explained Narrative text very fast. So, there were some students felt confused about the material and the researcher found only some students understood about narrative test. The researcher also found the students who sat down in the backseat and in the corner, they did not pay attention teacher explanation. When the teacher did feedback about the material, there were four students that came forward to answer English teacher's questions and two of them answered with incorrect verb. Not only the phenomena but others student did not want asking question about Narrative text. Therefore, the teacher assumed if they had understood. Then, the English teacher gave writing test about Narrative text who has been prepared by English teacher and the researcher to the students.

After student's writing test done, the English teacher gave the result of students writing to the researcher and the researcher analysed the student's test with observation checklist. Observation checklist was a instrument who used by the researcher for identified what types of errors that made by students VIII F based Dulay's theory (1982), they are Omission, Addition,

Misformation, Misordering. Then, the researcher found some errors that made by students in four parts of types errors. This is some examples of errors and more analyzed see (Appendix 5)

Omission:

*The gnome **cry and than** a Prince revive Snow White.*

This sentences omission because student omitted “when” as a conjunction, the sentence above could be used past continuous, so the sentence need conjunction “when” and student also omitted “was” after subject.

*Goat died and the wolf **very** Happy because **he full**.*

This sentences omission because student omitted “was” before happy and “Had” before subject “he”.

Addition :

*The goat **meet** the wolf **than** Goat **running** from the wolf.*

This sentences addition because student added phrase or morpheme which should not be added. In this case, student added “Than” that should be deleted.

*The dove **so quickly** put off a Leaf from a tree.*

“So” in the sentence above should be deleted.

Misformation:

*Once upon a time, **live** a bunch of animal.*

This sentence that made by student had wrong structure “live” student should write “Lived” because verb 2 should add *d* or *ed*.

*They **are** Mouse deer, elephant, and others.*

This sentence that made by student had wrong structure “are” student should write “were” because to be in past tense should be changed.

Misordering:

He **see** a house **with garden in the back yard with cucumber**

This sentence misordering because student wrote incorrect places of sentences and student should using “Frightening animal”. He saw a house with cucumber garden in the back yard of house

After the researcher analyzed the data, it is found that the most common errors made by students is misformation with total percentages 52 %. From observation checklist data, the researcher concluded if the students did not pay attention verb in past tense. This case happened because students did not know about changing of verb from verb 1 to verb 2. Moreover, the students did not pay attention regular and irregular verb in their writing. Besides, the students did not know how to change to be in the past tense. The common dominant errors that made by students is addition with total percentages 22%. This case happened because students add morpheme that should not need to be added in the sentences. Then, part of errors that made by students is omission with total percentages 21%. This case happened because students omitted structure of sentence that should be write in their sentence. The last, students made errors in misodering part. This case happened because students made incorect placement in their writing. We could see the table (Appendix 5).

The result of student's opinion in Pre-Observation are related with student's writing. There were students claimed if their English teacher seldom gave them task to create paragraph. Moreover, students claimed if they did not practice to create paragraph at home. This problem made students could not update their English vocabulary and they felt confused when they translating their English writing. Then, they did not pay attention English grammatical and this factor caused students made misformation error in their writing. Meanwhile, students felt unconfident with their writing and they more comfortable to ask their friend if they found difficulties. Besides, their friend gave them wrong explanation and errors anwer. This factor caused student add morpheme or others vocabulary which should not write in their writing and they made addition error in their writing. Not only this factor students made errors in their writing but also their teacher never used media to explain material. Moreover,

students felt ashamed to ask question about tenses especially past tense with their English teacher and this factor caused students made omission error in their writing. Then, their confusion about using tenses or English grammatical made them wrote Narrative text paragraph with incorect placement. Therefore, students made Misodering error in their writing.

4.2. Discussion

After the reseacher observed the English learning Process between English teacher and student VIII F, the reseacher collected the data and gave conclusion if students VIII F almost entirely made Errors mistake in their writing especially made Narrative text. This problem was found by the reseacher based on the result of errors analyzed with observation checklist. There were many factors that influnced errors in their writing. Based on collecting data was conducted by the researcher, students felt confused when they translated between Indonesia to English or rather. Not only that, students could not about English structural especially using tenses when they wrote Narrative text. so, they did not pay attention about tenses in their writing. Moreover, factors was influenced by the English teacher could occur for the example the English teacher did not use media to explain Narrative text material and some students did not pay attenteion with teacher's explanation and many more causes of errors that have been described by the reseacher with questionnaire. Therefore, Error analysis is important because this method could help English teacher found the next media or technique to teach writing and help students if they found difficulties in made paragraph.

Error analysis is tool to help the researcher checked the grammatical error that made by students especially using tenses in narrative text.

Based on the previous study that used by researcher from Wati (2011), the researcher found that the result from Wati (2011) An error analysis is important to describe what kinds of error that students made because every students have different mistake when they made a paragraph and how students could learn from their mistake as a English teacher Error analysis is important to correct their method when they taught .Then, based on Syarif (2014) the researcher found Error analysis is the process of language learning for analyzing, observing, interpreting and classifying learner's error to give us indication in learning pocess especially in past continuous.

Moreover, the reseacher found the dominant errors in Wati (2011) are omission and misodering with percentages 28,9%. Then, the dominant errors after omission is misinformation and the last is addition. This research's finding from Wati (2011) is different with this finding because the dominant errors is misinformation. This problem was influenced by different factor between reseacher's finding and Wati's finding, the dominant errors in Wati (2011) was influenced by English teacher did not aware with error that made student in their writing and he/she did not check their student's writing. Moreover, the object of Wati's research is student of nineth grades. English teacher in Wati's reseach just focused in student's exam strategy and the did not explain more about tenses. This factor caused student in Wati (2011) made omission and misodering.

Meanwhile, the reseacher found the dominant errors in Syarif (2014) is misinformation with 58%. The reseacher's finding between reseacher and Syarif (2014) is same but the highest error after misinformation is omission. The possible factor error are the level class that used as a object is different. Syarif (2014) used tenth grades as a object. Therefore, the factor that made errors is different with this reseach finding. Syarif (2014) found if factor that made

students error are they used present tense as language feaute in Narrative text. This error is very fatal if there is no solution from the English teacher and students.

According to Hourani (2008:42) "causes of error in English writing is language transfer because we need process between SL (source language) to Tl (Target language), this factor caused students need more understanding. Besides, mother tounge could influenced student's writing". From this theory we can conclude of understanding English language and practice everyday is necessary to avoid error in using English language. According to Hourani (2008:18) "Error analysis is an essential source of information to teachers. It provides information on students' errors which in turn helps teachers to correct students' errors and also improves the effectiveness of their teaching".

The correlation between result of reseacher's finding and previous study, there were discussed the importance of error analysis are this method could help English teacher found the next media or technique to teach writing and help students if they found difficulties in made paragraph. This theory is supposed by the previous study that describbed about error analysis had important role to find a solution by the teacher about what they to do next in explaining the material especially writing paragraphs and for the students of error analysis could be used material correction of their task. Therefore, if tthey got writing taks, they did not make same mistake.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the collecting data and discussion in the previous chapter, the researcher conclude that students of VIII F made errors in their writing. From the collecting data and the result of researcher's analysis Narrative text was made by students, most of them made a error in simple past and past continuous structure. They did not pay attention about changing of verb in past tense and past continuous, this statement was supported by the data which showed 52% students made errors in misformation part. Then, students also made errors in others type of errors. They are such as 22% students made errors in addition parts, 21% omission, 4,8 % Misodering. From the data, we could know that students VIII F had a problem about using tenses in narrative text. They were confused if using tenses was applied in paragraph.

5.2. Suggestion

After the researcher conducted research and also analyzed the data, the researcher gave suggestion for English teacher, students, and others researcher because English learning activities should able to make students comfortable and enjoy while studying. Not only that, there was a creative teacher in organizing the classroom activities. This purpose of the research that teachers and students work together in learning activities and also find solutions together if there were students who have difficulty in learning English, especially about using tenses. Moreover, this research was expected all element could work together to minimize the occurrence of errors by the students in writing paragraphs especially using tenses. Then, error analysis could become solution help English teacher found the next media or technique to teach

writing and help students if they found difficulties in made paragraph. Error analysis is tool to help the researcher checked the grammatical error that made by students especially using tenses in narrative text. Therefore, the researcher would give solution for English teacher, students, and other researchers.

- **For English Teacher**

The researcher hopes that this research study can improve the teacher's ability to help students in teaching writing in the class. Besides that, the English teacher is able to use the interesting media like using English diary to improve the students' ability in writing. After, the teacher read this study they more careful to check using grammar that made by students. Therefore, teacher can found new method to teach grammar not only simple past. So, teacher can guide the students to make narrative text with correct tenses. Moreover, the English teacher should explain more about tenses and changing of verb in tenses strutural. Then, teacher should motivate students to practice writing and asking the teacher if he finds it difficult.

- **For The Students**

This research can be used to help students in writing. It means student can practice to make narrative text. If students often practice to make narrative paragraph everyday, students will accustomed to write with less mistake. Besides, students are more careful to use their tenses in their narrative text.

- **For Others Researcher**

This research could be used references in next research about types errors based on others expert and different text. The purpose is this research could supported other research and find solution to solve errors that made by students in Indonesia.

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APPENDICES

APPENDIX 1

Field Notes

FIELDS NOTES

NO : FN. 01
Hari, Tanggal : Kamis, 1 Desember 2016
Tempat : SMP Negeri 1 Candi, Sidoarjo
Kegiatan : Meminta Ijin Pre-Observation dan Penelitian
Responden : P : Peneliti
Wk : Waka Kurikulum

1.	<p>P. datang ke sekolah pada hari Kamis, 1 Desember 2016. Lalu, P bertemu dengan WK dan P mengutarakan maksud dan tujuan kedatangan P untuk meminta ijin melakukan penelitian dan pengambilan data di SMP Negeri 1 Candi, Sidoarjo. Tapi sebelumnya P meminta ijin kepada WK untuk melakukan Pre-Observation terlebih dahulu untuk mengetahui suasana belajar dan mengajar Bahasa Inggris di kelas VIII dan P juga mengutarakan keinginannya untuk mengetahui permasalahan-permasalahan yang dihadapi guru dan siswa di Kelas VIII dalam mata pelajaran Bahasa Inggris khususnya materi Narrative text dan penggunaan Tenses. WK menyambut dengan baik kedatangan P dan memberi ijin P untuk melakukan penelitian di sekolah tersebut. Kemudian WK mengantar P bertemu dengan Guru kelas VIII.</p>
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2.	WK mengajak P untuk bertemu dengan guru Bahasa Inggris kelas VIII dan WK memberikan kebebasan P untuk memilih kelas mana yang akan P teliti. Lalu, P memilih kelas VIII F sebagai objek penelitian dan WK memberitahukan maksud dan tujuan P kepada guru Bahasa Inggris kelas VIII F dan guru Bahasa Inggris bersedia untuk membantu P dalam hal penelitian dan pengambilan data. Lalu, Wk kembali ke kantor dan Wk menyerahkan sepenuhnya kepada guru Bahasa Inggris dan P mengucapkan terima kasih kepada WK.
3.	P dan guru Bahasa Inggris berdiskusi tentang hal-hal yang akan di teliti mengenai Faktor-faktor yang membuat siswa melakukan kesalahan saat membuat paragraf Narrative. Kemudian, guru Bahasa Inggris menyarakan kepada P untuk melakukan Interview minggu depan.
4.	Lalu P berpamitan kepada guru Bahasa inggris dan berterima kasih.

FIELDS NOTES

NO : FN. 02

Hari, Tanggal : Kamis, 8 Desember 2016

Tempat : SMP Negeri 1 Candi, Sidoarjo

Kegiatan : Pre- Observation

Responden : P : Peneliti

GBI : Guru Bahasa Inggris

S : Siswa

1.	P. datang kembali ke sekolah dan bertemu GBI untuk melakukan Pre-observation. GBI menyambut dengan baik dan berkenan memberikan informasi mengenai kelas VIII F. P mencatat informasi penting yang diberikan oleh GBI dan P juga menanyakan tentang kesulitan siswa belajar tenses khususnya past tense. Tidak hanya itu, P juga menanyakan faktor-faktor yang membuat siswa melakukan kesalahan siswa dalam penggunaan past tense di dalam Narrative text.
2.	Setelah melakukan interview dengan GBI, GBI mengajak P untuk melihat suasana belajar dan mengajar di kelas VIII sebelum P mengambil data. Lalu GBI memberi ijin P untuk melakukan interview kepada beberapa siswa kelas VIII setelah bel istirahat berbunyi.
3.	Bel istirahat pun berbunyi, GBI kembali ke ruang guru dan P melakukan interview dengan beberapa siswa kelas VIII F mengenai hal-hal apa saja yang membuat mereka merasa sulit saat guru mereka memberikan tugas membuat paragraf narrative text dan P menanyakan tentang pemahaman mereka tentang tenses terutama

	<p>past tense. Lalu P mencatat informasi- informasi penting dari beberapa siswa. Setelah selesai P mengucapkan terima kasih kepad siswa kelas VIII f yang telah bersedia untuk di wawancarai. Kemudian P pergi ke ruang guru untuk menemui GBI.</p>
4.	<p>Setelah berada di ruang guru P berdiskusi kembali dengan GBI dan P mengutarakan bahwa P akan melakukan pengambilan data setelah sidang proposal skripsi. Dan GBI meminta P untuk secepatnya melakukan penelitian. Kemudian, P berpamitan kepada GBI dan mengucapkan terima kasih.</p>

FIELDS NOTES

NO : FN. 03

Hari, Tanggal : Sabtu, 1 April 2017

Tempat : SMP Negeri 1 Candi, Sidoarjo

Kegiatan : Penelitian dan Pengambilan data

Responden : P : Peneliti

GBI : Guru Bahasa Inggris

S : Siswa

1.	P. datang kembali ke sekolah untuk melakukan penelitian dan pengambilan data di kelas VIII F. Tapi sebelumnya P menemui GBI terlebih dahulu di ruang Guru untuk membahas materi Narrative text pada siswa. Kemudian GBI Menunjukkan Lesson Plan dan langkah-langkah pembelajaran yang telah dibuat oleh GBI kepada P. Lalu, P menyimpan data lesson plan dari GBI untuk dilampirkan Di appendix.
2.	Setelah bel berbunyi, GBI mengajak P ke kelas VIII F dan meminta P untuk mengamati proses belajar mengajar di kelas VIII F saat itu. GBI memberikan Materi narrative text kepada siswa sesuai dengan topic yang diteliti P. Tapi, sebelumnya GBI merivew ingatan para siswa tentang penggunaan Simple past dan Past continuous. Alhasil, ada beberapa siswa yang masih bingung dan dan juga yang lupa.

3.	<p>Setelah GBI meriview penggunaan past tense, GBI menerangkan tentang Narrative text pada siswa. Sayangnya, saat itu listrik padam jadi GBI tidak dapat menerangkan materi Narrative text menggunakna LCD. Alhasil, siswa yang duduk di bangku belakang tidak memperhatikan penjelasan dari GBI. dan GBI, menunjuk salah satu siswa yang duduk di belakang untuk memberikan contoh Narrative text. tapi siswa tersebut tidak bisa menjawab pertanyaan dari GBI dan GBI meminta siswa lain untu memberi contoh.</p>
4.	<p>Kemudian, GBI memeberi feedback kepada siswa dan mempersilahkan siswa untuk bertanya jika masih ada yang merasa kesulitan tapi siwa tidak ada yang bertanya. Jadi, GBI menganggap semua siswa usdah faham dengan materi Narrative text. Lalu, GBI meminta siswa untuk membuka buku paket Bahasa Inggris Think Globally Act Locally. Di halaman 45 terdapat perintah untuk membuat teks Narrative. GBI meminta P untuk membagikan lembar jawaban untuk siswa.</p>
5.	<p>Setelah, siswa menyelesaikan tuga membuat Narrative teks GBI meminta siswa untuk memngumpilkan tugas mereka kepda GBI.</p>

FIELDS NOTES

NO : FN. 04

Hari, Tanggal : Sabtu, 4 April 2017

Tempat : SMP Negeri 1 Candi, Sidoarjo

Kegiatan : Penelitian dan Pengambilan data

Responden : P : Peneliti

GBI : Guru Bahasa Inggris

S : Siswa

1.	P. datang kembali ke sekolah pada hari Sabtu, 4 April 2017. Saat sekolah sedang membagikan raport sisipan pada siang hari. GBI meminta P untuk datang di Pagi hari untuk membagikan kuesioner kepada siswa kelas VIII F. Karena saat itu siswa kelas VIII F tidak ada jam pelajaran.
2.	Lalu P datang ke kelas VIII F untuk membagikan kuesioner tanpa di temani oleh GBI yang sedang mempersiapkan raport sisipan siswa. Kemudian, P menjelaskan kepada siswa kelas VIII F tentang alur mengisi pertanyaan kuesioner dengan jujur dan sesuai dengan pendapat masing- masing.
3.	Siswa kelas VIII F segera mengisi kuesioner yang telah dibagikan oleh P dan mereka sangat antusias dengan pertanyaan yang ada di kuesioner. Setelah mereka selesai mengerjakan kuesioner perwakilan dari siswa kelas VIII F mengkoordinir kuesioner dan memberikan kepada P. Setelah itu, P menemui GBI di ruang guru dan berdiskusi sebentar mengenai penelitian.

	Dikarenakan GBI masih ada urusan yang harus segera di selesaikan. Oleh karena itu P berpamitan kepada GBI dan mengucapkan terima kasih.
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APPENDIX 2

Interview

INTERVIEW TRANSCRIPTS

Hari, Tanggal : Kamis, 8 Desember 2016

Tempat : SMP Negeri 1 Candi, Sidoarjo

Kegiatan : Pre- Observation

Responden : P : Peneliti

GBI : Guru Bahasa Inggris

P	Selamat pagi. Bu.
GBI	Selamat Pagi juga mbak. Apa kabar, tumben nich main ke SMP. Ada yang bisa Saya bantu?
P	Iya Bu. Alhamdulillah, kabar saya baik. Maaf bu mengganggu waktu ibu. Jadi begini kedatangan saya kemari untuk melakukan interview mengenai pemahaman siswa tentang Narrative text dan penggunaan tenses.
GBI	Haduh mbak. Namanya juga masih kelas VIII mereka sekarang diterangkan besok mereka sudah lupa. Ya ada sich beberapa yang sangat antusias dengan pelajaran Bahasa Inggris.
P	Dari kelas VIII yang pernah ibu jelaskan tentang penggunaan tenses Past tense terutama saat di kombinasikan pada paragraf Narrative. Berapa persen tugas mereka masih dikatakan error.
GBI	Ya masih banyak mbak tugas anak-anak yang dikatakan error. Hal ini dikarenakan Ada juga yang malas mikir mbak. Dan ada yang langsung browsing.

P	Berarti, mereka juga masih bingung membedakan antara regular verb dan irregular verb ya bu.
GBI	Iya mbak. Mereka masih bingung. Disuruh menghafalkan beberapa kata saja Mereka sudah mengeluh. Akhirnya, mereka tidak memperhatikan mana yang harus di tambah d/ed. Mana yang kata kerja yang harus berubah.
P	Kesulitan apa saja bu, yang di hadapi siswa saat belajar narrative text dan Penggunaan past tense di dalamnya.
GBI	Sekolah saat ini kan menggunakan kurikulum 2013, jadi pengajaran tenses harus Integreted dengan pembuatan paragarf ataupun yang lainnya. Jadi mereka merasa bingung dan kesulitan saat menerapkan tenses langsung pada pembuatan kalimatnya.
P	Ow.. baik bu. Saya rasa informasi yang ibu berikan sudah cukup membantu dan saya mohon ijin untuk mewawancari beberapa siswa kelas VIII bu.
GBI	Ow iya. Silahkan mbak. Habis anak-anak istirahat. Mbak bisa menunggu di depan Kelas VIII F.
P	Baik bu. Terima kasih.

INTERVIEW TRANSCRIPTS

Hari, Tanggal : Kamis, 8 Desember 2016

Tempat : SMP Negeri 1 Candi, Sidoarjo

Kegiatan : Pre- Observation

Responden : P : Peneliti

S : Siswa

P	Helo, Morning guys.
S	Morning, miss. How are you? We miss you
P	I miss you all to. Ok miss Cuma minta waktunya sebentar. Karena miss ingin Mewawancari kalian tentang pelajaran Bahasa Inggris.
S	Wah.. susah miss pelajaran Bahasa inggris itu.
P	Ok. Apakah kalian sudah dijelaskan oleh guru Bahasa Inggris kalian tentang simple Past dan Narrative teks.
S	Kalau simple past sudah. Tapi narrative teksnya belum miss.
P	Ok, Bagaimana pendapat kalian tentang materi simple past?
S	Ya, susah-susah gampang Miss. Kita harus tau verb. Harus hafal. Kita gak hafal Miss.
P	Kan, bisa bertanya kepada guru kalau masih bingung?
S	Takut miss, ya kalau susah tinggal nyotek punya teman. Atau ya tanya-tanya teman Miss. Apalagi kami bingung membedakan regular verb sama iregullar verb miss.
P	Apakah kalian rajin membuka kamus saat pelajaran Bahasa Inggris?

S	Bawa ja endak miss. Kamus bikin berat.
P	Ok. Miss rasa cukup informasinya. Belajar lebih giat lagi dan semoga sukses.terima Kasih sudah meluangkan waktunya.
S	Sama-sama miss.

APPENDIX 3

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP Negeri 1 Candi Sidoarjo

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII / Genap

Materi Pokok : Menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau.

Alokasi Waktu : 8 x 40 menit (8 Jam pelajaran)

A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KI	Kompetensi Dasar	Indikator Pencapaian Kompetensi
3	3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan atau terjadi di waktu lampau sesuai dengan konteks.	3.11.1. Siswa mampu mengukakan pengertian simple past. 3.11.2 Siswa mampu mengidentifikasi unsur-unsur kebahasaan pada simple past tense.
	4.13 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan atau kejadian yang dilakukan atau terjadi di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. Menangkap makna teks naratif lisan dan tulis.	4.13.1 Siswa mampu membuat kalimat lampau berdasarkan rumus yang telah diajarkan..

B. Materi Pembelajaran

Mengenal berbagai hal terkait dengan kegiatan yang terjadi di sekitar rumah, sekolah dan lingkungan waktu lampau.

Fungsi Sosial

- Menyatakan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau
- Untuk menjaga hubungan interpersonal dengan guru dan teman

Unsur kebahasaan

Ucapan, tekanan kata, intonasi, kosakata (kata tanya: *when, where, while*, kata penghubung *before, after*) dan tata bahasa (*simple past tense* dan *past continuous tense*).

C. Langkah-Langkah Kegiatan Pembelajaran

Pertemuan 1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	Guru menyapa dengan menggunakan bahasa inggris agar tercipta <i>English Environment</i> “ <i>Good morning class? How are you today?</i> ” dilanjutkan berdoa <ul style="list-style-type: none">• Guru mengecek kehadiran siswa• Menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.	10 menit
Kegiatan Inti	Mengamati (<i>Observing</i>) <ul style="list-style-type: none">• Siswa mendengarkan atau menonton beberapa contoh kalimat maupun ungkapan yang menyatakan dan menanyakan tindakan atau kejadian yang dilakukan di waktu lampau, berdasarkan konteks yang sesuai• Siswa mengikuti mengucapkan kalimat atau ungkapan yang menyatakan dan menanyakan tindakan atau kejadian yang dilakukan/ terjadi di waktu lampau.• Siswa membaca untuk memahami makna dan bentuk kalimat atau ungkapan yang menyatakan dan menanyakan kejadian yang dilakukan dan	60 menit

	<p>terjadi di waktu lampau dengan pengucapan dan intonasi yang baik.</p> <p>Menanya (<i>Questioning</i>)</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antar berbagai kalimat atau ungkapan yang menyatakan dan menanyakan tindakan atau kejadian yang terjadi di waktu lampau, dalam berbagai konteks <p>Mengumpulkan informasi (<i>Collecting information</i>)</p> <ul style="list-style-type: none"> • Siswa membaca contoh-contoh kalimat ungkapan yang menyatakan dan menanyakan kejadian yang dilakukan di waktu lampau dari berbagai sumber lain. • Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan di waktu lampau menggunakan Bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur 	
	<ul style="list-style-type: none"> • Guru memberi kesempatan siswa untuk bertanya mengenai naratif teks yang telah diajarkan oleh guru. <p>Mengasosiasi (<i>Associating</i>)</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, struktur teks dan unsur bahasa serta format penulisan yang digunakan untuk kalimat /ungkapan yang menyatakan dan menanyakan tindakan/ kejadian yang dilakukan/ terjadi di waktu lampau. • Siswa menanyakan balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. • Siswa menyimpulkan hasil analisisnya terkait Fungsi sosial, struktur teks dan unsur kebahasaan dari kalimat /ungkapan yang menyatakan dan menanyakan tindakan/ kejadian yang dilakukan/ terjadi di waktu lampau. <p>Mengkomunikasikan (<i>Networking</i>)</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan tindakan/ kejadian yang dilakukan/ terjadi di waktu lampau 	

	<p>dengan bahasa Inggris, di dalam dan di luar kelas serta lingkungan sekitar sesuai dengan konteksnya</p> <ul style="list-style-type: none"> Siswa menulis jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya. 	
Penutup	<ul style="list-style-type: none"> Guru mengajukan pertanyaan sebagai refleksi kepada siswa tentang pemahaman materi yang telah mereka pelajari Guru bersama-sama siswa membuat ringkasan tentang materi yang telah dipelajari hari ini Guru meminta ketua kelas untuk memimpin do'a 	10 menit

Pertemuan 2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>Guru menyapa dengan menggunakan bahasa Inggris agar tercipta <i>English Environment</i> “<i>Good morning class? How are you today?</i>” dilanjutkan berdoa</p> <ul style="list-style-type: none"> Guru mengecek kehadiran siswa Guru mereview materi yang telah dipelajari sebelumnya <p>Menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</p>	10 menit
Kegiatan Inti	<p>Mengamati (<i>Observing</i>)</p> <ul style="list-style-type: none"> Siswa membaca untuk memahami makna dan bentuk kalimat /ungkapan yang menyatakan dan menanyakan tindakan/ kejadian yang dilakukan/ terjadi di waktu lampau dengan pengucapan dan intonasi yang baik. 	60 menit

	<p>Menanya (<i>Questioning</i>)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan kesulitan yang mereka hadapi saat guru meminta siswa untuk membuat kalimat yang berbentuk lampau. <p>Mengumpulkan informasi (<i>Collecting information</i>)</p> <ul style="list-style-type: none"> Guru memberi kesempatan siswa untuk bertanya mengenai kesulitan yang mereka hadapi saat membuat kalimat berbentuk lampau. <p>Mengasosiasi (<i>Associating</i>)</p> <ul style="list-style-type: none"> Siswa secara individu mengerjakan tugas membuat kalimat berbentuk lampau. <p>Mengkomunikasikan (<i>Networking</i>)</p> <ul style="list-style-type: none"> Siswa mengumpulkan tugas kalimat berbentuk lampau. 	
Penutup	<ul style="list-style-type: none"> Guru mengajukan pertanyaan sebagai refleksi kepada siswa tentang pemahaman materi yang telah mereka pelajari. Guru bersama-sama siswa membuat ringkasan tentang materi yang telah dipelajari hari ini. Guru meminta ketua kelas untuk memimpin do'a. 	10 menit

D. Penilaian, Pembelajaran Remedial dan Pengayaan

1. Penilaian Pengetahuan

No	Aspek yang dinilai	Kriteria	Score
1	Tujuan komunikatif	Sangat memahami	5
		Memahami	4
		Cukup memahami	3

		Kurang memahami	2
		Tidak memahami	1
2	Pilihan Kosa Kata	Sangat variatif dan tepat	5
		Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1
3	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat	5
		Pilihan tata bahasa tepat	4
		Pilihan tata bahasa cukup tepat	3
		Pilihan tata bahasa kurang tepat	2
		Pilihan tata bahasa tidak tepat	1

2. Penilaian Skill

No	Aspek yang Dinilai	Kriteria	Skor
1	Kesesuaian isi dengan tujuan penulisan pesan	Sangat variatif dan tepat	5
		Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1
2	Pilihan kata	Sangat variatif dan tepat	5
		Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1
3	Keterpaduan kalimat	Sangat terpadu	5
		Terpadu	4
		Cukup terpadu	3
		Kurang terpadu	2

		Tidak terpadu	1
4	Penulisan kosa kata	Sangat variatif dan tepat	5
		Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1
5	Ketepatan tata bahasa	Pilihan tata bahasa sangat tepat	5
		Pilihan tata bahasa tepat	4
		Pilihan tata bahasa cukup tepat	3
		Pilihan tata bahasa kurang tepat	2
		Pilihan tata bahasa tidak tepat	1

$$\text{Total nilai} = \frac{20}{20} \times 100 \%$$

3. Media, Alat dan Sumber Belajar

Media

- Powerpoint
- Student's worksheet
- Alat
- Laptop
- LCD projector
- Papan tulis
- Spidol

Sumber belajar

<http://www.englishindo.com/2015/09/narrative-text-materi-contoh-terlengkap.html>

<http://www.englishiana.com/2016/03/10-contoh-narative-text-pendek-bahasa.html>.

Sidoarjo, 15 Maret 2017

Mengetahui
Kepala SMPN 1 Candi

Guru Mata Pelajaran

Drs. Mohammad Solliq, M.Pd.
NIP. 195908151983031025

Kastien Dwi Ikke AN, S.Pd, M.Pd.
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RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP Negeri 1 Candi Sidoarjo

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII / Genap

Materi Pokok : Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau, sesuai dengan konteks penggunaannya.

Alokasi Waktu : 8 Jp

E. KOMPETENSI INTI

1.	KI1	Menghargai dan menghayati ajaran agama yang dianutnya.
2.	KI2	Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3.	KI3	Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.
4.	KI4	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang)sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

F. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KI	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar	1.1.1 Mampu menunjukan sikap bersungguh- sungguh dalam mengikuti pelajaran Bahasa Inggris.
2	<p>2.1 Menunjukkan perilaku jujur, ingin tahu, percaya dir, dan toleransi ketika melaksanakan komunikasi transaksional</p> <p>2.2 Menunjukkan perilaju jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikaasi fungsional</p>	<p>2.1.1 Menunjukkan sikap santun saat siswa menjelaskan mengenai kejadian di waktu lampau.</p> <p>2.2.1 Menunjukkan sikap percaya diri saat menjawab pertanyaan peristiwa yang terjadi di waktu lampau.</p> <p>2.3.1 Menunjukkan sikap kerjasama guru meminta membuat kalimat yang terjadi di waktu lampau.</p>
3	3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan	3.11.1. Siswa mampu mengukakan pengertian simple past.

KI	Kompetensi Dasar	Indikator Pencapaian Kompetensi
	fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau, sesuai dengan konteks penggunaannya.	3.11.2. Siswa mengidentifikasi unsur-unsur kebahasaan pada simple past.
	4.13 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/ terjadi di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.18.1. Siswa mampu membuat kalimat lampau berdasarkan rumus yang telah diajarkan.

G. Materi Pembelajaran

Mengenal berbagai hal terkait dengan kegiatan yang terjadi di sekitar rumah, sekolah dan lingkungan waktu lampau

Fungsi Sosial

- Menyatakan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau
- Untuk menjaga hubungan interpersonal dengan guru dan teman

Unsur kebahasaan

Ucapan, tekanan kata, intonasi, kosakata (kata tanya: *when, where, while*, kata penghubung *before, after*) dan tata bahasa (*simple past tense* dan *past continuous tense*).

H. Langkah-Langkah Kegiatan Pembelajaran

Pertemuan 1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>Guru menyapa dengan menggunakan bahasa Inggris agar tercipta <i>English Environment</i> “<i>Good morning class? How are you today?</i>” dilanjutkan berdoa</p> <ul style="list-style-type: none"> • Guru mengecek kehadiran siswa • Menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai. 	10 menit
Kegiatan inti	<p>Mengamati (<i>Observing</i>)</p> <ul style="list-style-type: none"> • Siswa mendengarkan/ menonton beberapa contoh kalimat /ungkapan yang menyatakan dan menanyakan tindakan/ kejadian yang dilakukan/ terjadi di waktu lampau, berdasarkan konteks yang sesuai • Siswa mengikuti mengucapkan kalimat /ungkapan yang menyatakan dan menanyakan tindakan/ kejadian yang dilakukan/ terjadi di waktu lampau • Siswa membaca untuk memahami makna dan bentuk kalimat /ungkapan yang menyatakan dan menanyakan tindakan/ kejadian yang dilakukan/ terjadi di waktu lampau dengan pengucapan dan intonasi yang baik <p>Menanyakan (<i>Questioning</i>)</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa 	60 menit

	<p>mempertanyakan perbedaan antar berbagai kalimat /ungkapan yang menyatakan dan menanyakan tindakan/ kejadian yang dilakukan/ terjadi di waktu lampau, dalam berbagai konteks</p> <p>Mengumpulkan informasi XC (Collecting information)</p> <ul style="list-style-type: none"> • Siswa membaca contoh-contoh kalimat /ungkapan yang menyatakan dan menanyakan tindakan/ kejadian yang dilakukan/ terjadi di waktu lampau dari berbagai sumber lain. • Siswa menyatakan dan menanyakan tindakan/ kejadian yang dilakukan/ terjadi di waktu lampau menggunakan Bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur <p>Mengasosiasi (<i>Associating</i>)</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, struktur teks dan unsur bahasa serta format penulisan yang digunakan untuk kalimat /ungkapan yang menyatakan dan menanyakan tindakan/ kejadian yang dilakukan/ terjadi di waktu lampau. • Siswa menanyakan balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. • Siswa menyimpulkan hasil analisisnya terkait Fungsi sosial, struktur teks dan unsur kebahasaan dari kalimat /ungkapan yang 	
--	--	--

	<p>menyatakan dan menanyakan tindakan/ kejadian yang dilakukan/ terjadi di waktu lampau.</p> <p>Mengkomunikasikan (<i>Networking</i>)</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tindakan/ kejadian yang dilakukan/ terjadi di waktu lampau dengan bahasa Inggris, di dalam dan di luar kelas serta lingkungan sekitar sesuai dengan konteksnya Siswa menulis jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya 	
Penutup	<ul style="list-style-type: none"> Guru mengajukan pertanyaan sebagai refleksi kepada siswa tentang pemahaman materi yang telah mereka pelajari Guru bersama-sama siswa membuat ringkasan tentang materi yang telah dipelajari hari ini Guru meminta ketua kelas untuk memimpin do'a 	10 menit

Pertemuan 2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> Guru menyapa dengan menggunakan bahasa inggris agar tercipta <i>English Environment</i> “<i>Good morning class? How are you today?</i>” dilanjutkan berdoa Guru mengecek kehadiran siswa Guru mereview materi yang telah dipelajari 	10 menit

	<p>sebelumnya</p> <ul style="list-style-type: none"> • Menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai. 	
Kegiatan inti	<p>Mengamati (<i>Observing</i>)</p> <ul style="list-style-type: none"> • Siswa membaca untuk memahami makna dan bentuk kalimat /ungkapan yang menyatakan dan menanyakan tindakan/ kejadian yang dilakukan/ terjadi di waktu lampau dengan pengucapan dan intonasi yang baik <p>Menanya (<i>Questioning</i>)</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan kesulitan yang mereka hadapi saat guru meminta siswa untuk membuat kalimat yang berbentuk lampau. <p>Mengumpulkan informasi (<i>Collecting information</i>)</p> <ul style="list-style-type: none"> • Guru memberi kesempatan siswa untuk bertanya mengenai kesulitan yang mereka hadapi saat membuat kalimat berbentuk lampau. <p>Mengasosiasi (<i>Associating</i>)</p> <ul style="list-style-type: none"> • Siswa secara individu mengerjakan tugas membuat kalimat berbentuk lampau. <p>Mengkomunikasikan (<i>Networking</i>)</p> <ul style="list-style-type: none"> • Siswa mengumpulkan tugas kalimat berbentuk lampau 	60 menit
Penutup	<ul style="list-style-type: none"> • Guru mengajukan pertanyaan sebagai refleksi kepada siswa tentang pemahaman materi yang telah mereka pelajari • Guru bersama-sama siswa membuat ringkasan tentang materi yang telah dipelajari hari ini 	10 menit

	<ul style="list-style-type: none"> Guru meminta ketua kelas untuk memimpin do'a 	
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E. Penilaian, Pembelajaran Remedial dan Pengayaan

1. Penilaian KI 1 (Sikap Spiritual)

- a. Jenis Penilaian : Non Tes
- b. Bentuk : Observasi
- c. Indikator : 1.1.1 Menunjukkan sikap bersungguh-sungguh kesempatan dapat mempelajari bahasa Inggris
- d. Instrumen : Lembar Observasi (guru)

Rubrik Penilaian:

Deskriptor	Skor
Sangat sering menunjukkan sikap bersungguh-sungguh dalam kegiatan pembelajaran	4
Sering menunjukkan sikap bersungguh-sungguh dalam kegiatan pembelajaran	3
Beberapa kali menunjukkan sikap bersungguh-sungguh dalam kegiatan pembelajaran	2
Pernah menunjukkan sikap bersungguh-sungguh dalam kegiatan pembelajaran	1

Pedoman Penskoran:

Skor akhir = $\frac{\text{Jumlah perolehan siswa}}{4} \times 100$

4

2. Penilaian KI 2 (Sikap Sosial)

- a. Teknik Penilaian : Observasi
- b. Bentuk Instrumen: Lembar observasi

Rubrik penilaian

No	Aspek yang Dinilai	Kriteria	Score
1.	Santun (<i>Respect</i>)	Sangat sering menunjukkan sikap santun	5
		Sering menunjukkan sikap santun	4
		Beberapa kali menunjukkan sikap santun	3
		Pernah menunjukkan sikap santun	2
		Tidak pernah menunjukkan sikap santun	1
2	Kerja Sama (<i>Team work</i>)	Sangat sering menunjukan sikap kerja Sama	5
		Sering menunjukan sikap kerja sama	4
		Beberapa kali menunjukan sikap kerja Sama	3
		Pernah menunjukan sikap kerja sama	2
		Tidak pernah menunjukan sikap kerja Sama	1
3	Percaya Diri (<i>Confidence</i>)	Sangat sering menunjukan sikap percaya Diri	5
		Sering menunjukan sikap percaya diri	4
		Beberapa kali menunjukan sikap percaya Diri	3
		Pernah menunjukan sikap percaya diri	2

Panduan Penilaian: $\frac{\sum \text{nilai yang diperoleh}}{\text{Jumlah}} \times 100$

3. Penilaian Pengetahuan

No	Aspek yang Dinilai	Kriteria	Score
1	Tujuan komunikatif	Sangat memahami	5
		Memahami	4
		Cukup memahami	3
		Kurang memahami	2
		Tidak memahami	1
2	Pilihan Kosa Kata	Sangat variatif dan tepat	5
		Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1
3	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat	5
		Pilihan tata bahasa tepat	4
		Pilihan tata bahasa cukup tepat	3
		Pilihan tata bahasa kurang tepat	2
		Pilihan tata bahasa tidak tepat	1

4. Penilaian Skill

Rubrik Penilaian

No	Aspek yang Dinilai	Kriteria	Skor
1	Kesesuaian isi dengan tujuan penulisan pesan	Sangat variatif dan tepat	5
		Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1
2	Pilihan kata	Sangat variatif dan tepat	5
		Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1
3	Keterpaduan kalimat	Sangat terpadu	5
		Terpadu	4
		Cukup terpadu	3
		Kurang terpadu	2
		Tidak terpadu	1

4	Penulisan kosa kata	Sangat variatif dan tepat	5
		Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1
5	Ketepatan tata bahasa	Pilihan tata bahasa sangat tepat	5
		Pilihan tata bahasa tepat	4
		Pilihan tata bahasa cukup tepat	3
		Pilihan tata bahasa kurang tepat	2
		Pilihan tata bahasa tidak tepat	1

$$\text{Total nilai} = \frac{20}{20} \times 100$$

F. Media, Alat dan Sumber Belajar

Media

- Powerpoint
- Student's worksheet

Alat

- Laptop
- LCD projector
- Papan tulis
- Spidol

Sumber belajar

<http://www.englishpage.com/verbpage/simplepast.html><http://www.englishiana.com/2016/03/10-contoh-narative-text-pendek-bahasa.html>.

<https://www.grammarly.com/blog/simple-past/>

Sidoarjo, 15 Maret 2017

Mengetahui

Kepala SMPN 1 Candi

Guru Mata Pelajaran

Drs. Mohammad Solliq
NIP: 195908151983031025

Kastien Dwi Ikke, M.Pd.
NIP: 195808271983032011

APPENDIX 4

Student's Writing

Name : Rafie Mirza R.
Class/ Absen : VIII-F/29

Work Individually, Make a Narrative Text Story Based on Your Own Word.

a clever mouse deer
one day there was a mouse deer. ^{when he walked in the forest, he} he was walking on the forest.
^{And} then the mouse deer was so hungry. ^{He} he see a house with
a garden in their back yard with a cucumber. ^{saw}

He was imagine that ^{could} if he can steal the cucumber
until he get. But he remember ^{there was} that are a farmer who
lives in that house. ^{stayed} And then, at the night he steal the cucumber
the farmer know that. ^{he} his cucumber was stolen and search
for the mouse deer. ^{by mouse deer. And}

^{he} The farmer was ^{spatched} find the mouse deer, the farmer
was tryin to shoot till dead the mouse deer, but because
his cuteness he can't shoot him, and then the mouse deer
is being his pet

But, the farmer could not shoot the mouse deer
and then the mouse deer ^{farmer} made the
mouse deer as a pet

Name : Mensy Yunansica I.

Class/ Absen : VIII-F / 25

Work Individually, Make a Narrative Text Story Based on Your Own Word.

SNOW WHITE

Orientation (opening) → once a upon a time, there was a beautiful girl named 'Snow White'. She lived with her aunt and uncle because her parents were dead. *had died*

Complication → one day, she heard her uncle and aunt talking about leaving snow white in the castle because they both wanted to go to city and they didn't have enough money to take snow white. Snow white didn't want her uncle and aunt to do this so she decided *a plan to leave* it would be best if she ran away. *to leave uncle's home*
The next morning, she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry.

Resolution → Then, she saw this little collage. she knocked but no one answered so she went inside and *felt* sleep. *Sleepy*
mean while, the 7 dwarfs were coming home. There they found snow white sleeping. Snow white woke up. She saw the dwarfs and they lived happily ever after.

Name : Fair Dufur

Class/ Absen : VIII F/10

Work Individually, Make a Narrative Text Story Based on Your Own Word.

Malin Kundang

Once upon a time there was a boy named Malin Kundang. He lived in a poor fisherman family. One day his father went to sea and never came back. So people made theory about his father's death. ^{had died.}

When malin grew up he wanted to go sailing for ^{searched} searching a better job. and he said "mother! can i go sailing and search for a job?" "no! ~~you~~ don't you dare to go sailing!" but she let malin go sailing at the end. but malin's boat after a few is sank and he stranded to an island. and he met a beautiful girl

After a few year malin became a rich fisherman and married that beautiful girl. one day he had a buss business on his home island. and he met his mother. She hugget him very tight. But malin is ashame to his wife because his mother is very old and poor. So malin pushed her and went back to his island. his mother is so sad and angry to malin. then she cried and cursed malin "let ~~you~~ go curse you for become a stone!". ~~magically~~ suddenly the clouds became a storm. the storm made malin's boat upside down. malin stranded again and crawl for his mother's help. but it was too late he became a ~~stone~~ stone.

the end

Name : Putri Dewi M.
Class/ Absen : VIII - F / 28

Work Individually, Make a Narrative Text Story Based on Your Own Word.

The Monkey and The Turtle

Once upon a time, there ^{were} was a monkey and a turtle.
The monkey invited the turtle to plant banana's tree.
"Turtle, let's go we plant banana's tree!"
"Let's go, you plant in the right side and I plant in the left."
Turtle's answer^{ed}

The day is ^{was} change. Every day the turtle treat the banana's tree.
"Grow, grow up my banana's tree" ^{was} Turtle singing merrily
The monkey just look the turtle attitude
"How are you monkey? How your banana's tree?" turtle
"Fine, ~~tomorrow~~ tomorrow will grow up" monkey answer. so arrogant.

The turtle helped the monkey to take the banana. The monkey
got the help's of turtle but the monkey have one requirement
ask the banana. And ~~then~~ the turtle accepted.
And the monkey climb^{ed} the tree, but it didn't down and
than it was ~~down~~ down.

Name : Perlita Hatma A.

Class/ Absen : VIII-F / 27

Work Individually, Make a Narrative Text Story Based on Your Own Word.

Best Friend

Once upon a time, there was a beautiful bird. ^{the name is} named Viona. ^{she waited her friend} She was waiting for her friends. They were best friend. Viona, Gabriel, and Chika. Gabriel was a crow, ^{and} but she was a good friend. Chika was a parrot, ^{and} she had beautiful color. And Viona was a lovebird, she had beautiful voice, but she arrogant with her ability. ^{had}

Someday, Viona's voice ^{had} was gone and she ^{felt} feel so sad. Her friends ^{tried} try to make her smile, but Viona still sad. Gabriel and Chika was looking for her. ^{When} They were went to jungle. Finally, they ^{could find} can find that potion.

Gabriel and Chika gave that potion to Viona. And her drink it. Viona's voice ^{came back} was ^{back} back. Viona was happy. Gabriel and Chika was happy too. Viona ^{remembered} remind her mistake for her friends. She was apologized for her friends. She promised she never arrogant again.

Name : Erika Dwi P.

Class/ Absen : VIII - F / 09 .

Work Individually, Make a Narrative Text Story Based on Your Own Word.

Malin Kundang

Once upon a time, there lived a poor widow. She has a son, the named is Malin. Malin and his mother lived together in the small village in West Sumatera. Everyday, malin always help his mother to sell the market.

When the malin grow up, he decided to went the city for change the left. In the city, he worked is someone in the office. After succes, he back to place his house in the West Sumatera, And Malin ~~be~~ married with a girl beautiful girl from city.

When the his ~~meet~~ ^{met} his mother, he didn't a gree his mother. His mother angry and changed malin be stoon.

APPENDIX 5

Observation Checklist

The Identification of Errors By Student 1 “The Monkey and The Turtle”

Sentences	Types of Errors				Error	Correction
	O	A	M	M		
Sentence 1			√		There was a monkey and a turtle.	There were a monkey and a turtle
Sentence 2		√		√	The monkey invite the turtle to plants banana tree.	A monkey invited a turtle to plant Banana tree.
Sentence 4			√		“Lets go, you plant in the right side and i plant in the left”. Turtle answer .	Lets go, you plant in the right side and i plant in the left”. Turtle answered.
Sentence 5			√		The day is change. Turtle treat the banana’s tree. the turtle sing merrily	The day was changed. Turtle treated the banana’s tree. Turtle sang merrily
Sentence 6			√		Monkey look turtle attitude.	Monkey looked turtle’s attitude.
Sentence 7			√		Monkey answer so arrogant	Monkey answered with arrogant
Sentence 9	√	√	√		The monkey got the help’s of turtle but the monkey have one requirement ask the banana	Monkey got support from the turtle with one requirement, monkey should give banana to the turtle.
Sentence 10	√		√		The monkey climb the tree, but it didn’t down and then it was down	The monkey climbed the tree, but he didn’t fall down and finally he fell down from the tree.

The Identification of Errors By Student 2 “Cat And A Fox”

Sentences	Types of Errors				Error	Correction
	O	A	M	M		
Sentence 1			√		One day, a cat and a fox have a conversation.	One day, a cat and a fox had a conversation.
Sentence 2	√				The fox conceited	The fox was conceited.
Sentence 3			√		I know at least a hundred tricks to get away from our mutual enemies.	I knew at least a hundred tricks to get away from our mutual enemies.
Sentence 4		√			Just then , they heard the	Then, they heard barking of a

					barking of a pack of dogs the distance.	pack of dogs the distance.
Sentence 5			√		The dogs were comin their direction.	The dogs came to their direction.
Sentence 6		√			At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog.	Then, the cat ran to the tree and climbed it until his direction far From the dog's reach.
Sentence 7			√		She use trick before she could make up hermind.	She used trick for went the forest.

The Identification of Errors By Student 3“A Clever Mouse deer”

Sentences	Types of Errors				Error	Correction
	O	A	M	M		
Sentence 1	√	√	√		He was walking on the forest and the mouse deer was so hungry.	When he walked in the forest, he was hungry.
Sentence 2		√	√	√	He see a house with garden in the back yard with cucumber.	He saw a house with cucumber garden in the back yard of house.
Sentence 3		√	√		He was imagine that if can steal the cucumber until he glut.	He was imagine if he could steal the cucumber until he fulled.
Sentence 4	√	√	√		He remember that are a farmer who lives in that house.	He remembered if there was a Farmer who lived in the house.
Sentence 5		√	√	√	And then, at the night he steal the cucumber.	Then, he stole the cucumber at night.
Sentence 6	√	√	√		The farmer know that the cucumber was stolen and search for the mouse deer.	The farmer knew if his cucumber Was stolen by mouse deer and he searched mouse deer.
Sentence 7		√			The farmer was found the mousedeer.	The farmer found mouse deer.
Sentence 8	√	√	√		The farmer was tryn to shoot till the mousedeer dead, but because his cutness he can't shoot him.	The farmer tried to shoot a mousedeer until died but he couldn't do it because the mousedeer was cute.
Sentence 9		√	√		Then, the mousedeer is being his pet.	Then, mouse deer became his pet.

The Identification of Errors By Student 4“Snow White”

Sentences	Types of Errors				Error	Correction
	O	A	M	M		
Sentence 1	√		√		She lived with her aunt and uncle because her parents dead .	She lived with her aunt and uncle because her parents had died.
Sentence 2			√		One day, she heard her uncle and her aunt talking about leaving snow white in the castle because they both want to go to the city and they didn't have enough money to take snow white.	One day, she heard her uncle and aunt talking about a planned to leave snow white in the castle because they wanted moving to other city and they didn't have much money to take snow white.
Sentence 3	√	√	√		Snow white didn't want her aunt and uncle to do this so she decided it would be best if she ran away.	Snow white didn't want if her aunt and uncle left her so, she decided to run away.
Sentence 7			√		She went inside and feel sleep.	She went inside and felt sleepy.

The Identification of Errors By Student 5“Snow White”

Sentences	Types of Errors				Error	Correction
	O	A	M	M		
Sentence 2			√		Snow white live with her family.	Snow white lived with her family.
Sentence 3			√		Once upon a time, her mother is sick and then her mother is dead.	Once upon a time, her mother was sick and then her mother was died.
Sentence 4			√		Now, she live with her father and her father married with her stepmother.	Now, she lived with her father and her father married with her stepmother.
Sentence 5	√		√		Her stepmother don't like snow White and then trough in forest.	Her stepmother didn't like with Snow White and she trough her in forest.
Sentence 6			√		Snow White find small house.	Snow White found small house
Sentence 7		√	√		In small house, there is many's gnomes.	In small house, there were many gnomes.
Sentence 8	√				Once upon a time, Snow White	Once upon a time, Snow White

					poisoned apple because a grandmother.	was poisoned apple caused by a grandmother.
Sentence 9			√		The gnome is sad because Snow White is dead	The gnome was sad because Snow White was died.
Sentence 10	√	√	√		The gnome cry and than a Prince revive Snow White.	When the gnome cried, a princes was coming to revive Snow White
Sentence 11			√		Than a prince married with Snow White.	Finally, a prince married with Snow White.

The Identification of Errors By Student 6“ Malin Kundang”

Sentences	Types of Errors				Error	Correction
	O	A	M	M		
Sentence 4	√	√	√		So, people make theory about his father's death .	So, people made theory if his Father had died.
Sentence 5	√		√		He say with mother.	He said with his mother.
Sentence 6	√		√		Malin's boat is sank and he Stended to an island.	Malin's boat was sank and he Stayed in an island.
Sentence 9	√	√	√		Malin is ashame to his wife because his mother very old and poor.	Malin felt shame with his wife because his mother was old and poor.
Sentence 10		√	√		His mother is so sad and angry to Malin.	His mother was sad and angry With Malin.

The Identification of Errors By Student 7“ Malin Kundang”

Sentences	Types of Errors				Error	Correction
	O	A	M	M		
Sentence 2			√		She has a son	She had a son
Sentence 6	√		√		When the Malin grow up, he decided to went the city for change the left.	When Malin grew up, he was deciding to go the city for changing his life.
Sentence 7		√			He worked is someone in the office .	He worked in the office.
Sentence 8	√				After succes, he back to his	After he was successful, he came

					home in the west Sumatra.	Back to his home in West Sumatra
Sentence 10		√	√		When the his meet his mother, He didn't agree his mother.	When, he met his mother, he didn't agree with his mother.
Sentence 11	√				His mother angry and changed Malin be stoon.	His mother was angry and changed him to be stone.

The Identification of Errors By Student 8“ Bromo Mountain”

Sentences	Types of Errors				Error	Correction
	O	A	M	M		
Sentence 1			√		Once upon a time there lived an couple, named Joko seger And Roro Anteng.	Once upon a time there lived a couple, named Joko seger and Roro Anteng.
Sentence 5		√	√		But , unfortunately they marriage they didn't have any children.	Unfortunately, their marriage didn't get children.
Sentence 14	√		√		Raden Kusuma didn't won't the people suffered.	Raden Kusuma didn't want if the people suffered.
Sentence 15	√		√		After that, the people give the Offering called Kasodo Ceremony.	After that, the people gave the Offering every years and they called the ceremony with Kasodo Ceremony.

The Identification of Errors By Student 9 “ Sangkuriang”

Sentences	Types of Errors				Error	Correction
	O	A	M	M		
Sentence 1			√		Once upon a time, there was a young boy lived in the village with him mother.	Once upon a time, there was a young boy lived in the village with his mother.
Sentence 4			√		He has a father but his father is a dog.	He had a father but his father was a dog.
Sentence 5	√		√		He is mother marry with a dog because she got a corse.	His mother was married with a dog because she got a corse.
Sentence 6		√	√		Once a day, Sangkuriang was hunling in the jungle but	One day, when Sangkuriang was hunting In the jungle. Sangkuriang killed his father and his mother

					Sangkuriang hunt his father and him mother very angry and kicked Sangkuriang out from home.	was angry and kicked Sangkuriang out from home.
Sentence 7			√		A long time ago, Sangkuriang meet him mother.	A long time ago, Sangkuriang met his mother.
Sentence 8			√		She looks very beauty.	She looked very beautiful.
Sentence 9			√		Sangkuriang fall in love with Him mother.	Sangkuriang fell in love with His mother.
Sentence 10	√		√		He want to married him mother but him mother gift a challenge Sangkuriang.	He wanted to marry with his mother but his mother gave a challenge for Sangkuriang.
Sentence 11			√		Sangkuriang accept it	Sangkuriang accepted it
Sentence 12			√		Sangkuriang can't finish the challenge.	Sangkuriang could not finish the challenge.
Sentence 13			√		Tangkuban Perahu was begin.	Tangkuban Perahu had begun.

The Identification of Errors By Student 10 “Popeye”

Sentences	Types of Errors				Error	Correction
	O	A	M	M		
Sentence 3			√		His like food is spinach.	His favorite food was spinach.
Sentence 4	√	√	√		His very strong and smart and her very beautiful.	He was strong and smart. Olive was beautiful.
Sentence 5		√	√		Popeye's safe Olive from Become sea her likes Olive but his liken't become it.	Popeye saved Olive from the sea And he fell in love with her but Olive did not like him.
Sentence 6		√	√		Next day, Olive take up by Become sea.	Next day, Olive taken up from the sea.
Sentence 7		√	√		The handsome help's Olive From in the Sea.	A handsome boy helped Olive from the sea.
Sentence 8			√		They was falling in love and happy ending.	They were fell in love and happy ending.

The Identification of Errors By Student 11 “Mouse Deer”

Sentences	Types of Errors				Error	Correction
	O	A	M	M		
Sentence 1	√		√		Once upon a time, live a bunch of animal.	Once upon a time, there was lived a bunch of animals.
Sentence 2			√		They are Mouse deer, elephant, and others.	They were Mouse deer, elephant, and others.
Sentence 3			√	√	Mousedeer is animal clever, and lion is animal frightening	Mouse deer was clever animal And lion was frightening animal.
Sentence 4	√	√	√		Lion always oppress animal, so that all animal plan trap the lion.	Lion always oppressed all animal And the others animal planed to trap the lion.
Sentences 5		√	√		Mousedeer will trap the lion and mousedeer plan trap the lion alone.	Mouse deer would trap a lion alone.
Sentence 6			√		Once upon a time, the mousedeer make himself as bait.	One day, Mouse deer made itself as bait.
Sentence 7	√		√		Time the lion hooked, mouse deer stay marched to trap, so that the lion stuck and they live peace.	When a lion hooked, Mouse deer was staying to trap a Lion. Finally a lion stucked with mouse deer's trap and they lived peacefull.

The Identification of Errors By Student 12 “ Turtle and Rabbit”

Sentences	Types of Errors				Error	Correction
	O	A	M	M		
Sentence 1			√		Once upon a time, turtle and friends playing hide and seek.	Once upon a time, turtle and his Friend was playing hide and seek.
Sentence 3			√		Rabbit run fastest when turtle Because rabbit has four leg and slim body.	Rabbit run fastest than turtle because it had four legs and slim body.
Sentence 4			√		The day is very hot.	The day was very hot.
Sentence 6		√	√		When there was hide in the jungle, in that time turtle search older animals.	When a Rabbit was hiding in the jungle, turtle searched other animals.
Sentence 7		√	√		Turtle is tired and turtle very sad.	Turtle was tired and sad.
Sentence 8			√	√	After rabbit swim in the river. Older animal seek Rabbit.	When the other animals seeked Rabbit, he swimming in the river.
Sentence 9			√		Then, rabbit apologize to turtle Because he swim when turtle searching older animal.	Then, rabbit apologized to turtle because he swam when turtle searching other animals.

The Identification of Errors By Student 13“Bestfriend”

Sentences	Types of Errors				Error	Correction
	O	A	M	M		
Sentence 3		√	√		She was waiting for her Friends	She waited her friends.
Sentence 4					They were best friend.	They were best friends.
Sentence 7	√				She arrogant with her ability.	She was arrogant with her ability.
Sentence 8	√		√		Viona voice has gone and she feel so sad.	Viona’s voice had gone and she Felt sad.
Sentence 9		√	√		Her friends try to make her Smile, but Viona still sad.	Her friend tried to make her smile but viona was sad.
Sentence 10			√		Finally, they can found that potion.	Finally, they could find that potion.
Sentence 11			√		Gabriel and Chika gave that Potion to Viona and her drink It.	Gabriel and Chika gave the potion to her and she drank it.
Sentence 12	√	√			Viona voice was come back.	Viona’s voice came back.
Sentence 13			√		Gabriel and Chika was happy.	Gabriel and Chika were happy.

The Identification of Errors By Student 14“The Ant and Dove”

Sentences	Types of Errors				Error	Correction
	O	A	M	M		
Sentence 4	√		√		While she climbed, she fall Onto water.	While she climbed, she was falling into the water.
Sentence 5	√		√		She could have sunk, and some dove is flyed nearby the tree, and didn’t saw the ant.	When she was sunk, there was some doves flew near the tree but they didn’t see the ant.
Sentence 6	√		√	√	The dove finally saw the ant, and know the Ant had a trouble.	Finally, the doves saw the ant and they knew if the ant had a trouble.

Sentence 7		√	√		The dove so quickly put off a Leaf from a tree and immedietely into the water near the struggled ant.	The dove took a leaf from the tree and they helped the ant from the water.
Sentence 8	√		√		Then, the ant moved toward and climb the leaf.	Then, the ant moved to the leaf and He climbed the leaf.
Sentence 9			√	√	Not long time , the ant is dried.	The body of ant was dried not long time
Sentence 10		√	√		The ant is run for approching The hunter and she bited Hunter's leg and the huner is down.	The ant ran for approching The hunter and she bited Hunter's leg and the huner was Down
Sentence 11		√	√		Finally, ant and dove come to Be friends.	Finally, ant and dove were friends.

The Identification of Errors By Student 15“Turtle And Deer”

Sentences	Types of Errors				Error	Correction
	O	A	M	M		
Sentence 3		√	√		They are is bestfriend.	They were bestfriend.
Sentence 4			√		They swim in the river.	They swam in the river.
Sentence 5	√		√		They looking for some foods In beside of river and they Happy.	They looked for some foods in beside of river and they were happy.
Sentence 6	√	√	√	√	But , when monkey is coming to the jungle, monkey broke the bestfriend of turtle and deer.	When monkey was coming to the Jungle, he broke the turtle and Deer's friendship.
Sentence 7	√	√	√	√	Turtle and deer is rival Because monkey doesn't have A friends so he broke the Bestfriens of turtle and deer.	Turtle and deer became a rival. Monkey broke their friendship because he didn't have a friend.
Sentence 8	√	√	√		Monkey know what he did is wrong so monkey say sorry to turtle and deer.	Monkey knew that he did to deer and turtle was wrong. So, he said sorry to them.
Sentence 9	√		√		Turtle and deer come back to besfriend.	Turtle and deer came back to be bestfriend again.

The Identification of Errors By Student 16“Rabbit And Turtle”

Sentences	Types of Errors				Error	Correction
	O	A	M	M		
Sentence 2		√	√		He run is very slow	He ran slowly
Sentence 3			√		Rabbit inviting a turtle to race.	Rabbit invited a turtle to race.
Sentence 4			√		The turtle accept a challenge to race.	The turtle accepted a challenge to race.
Sentence 5	√				Tomorrow, Rabbit and Turtle gather in the garden to race.	Rabbit and turtle would join in the running competition tomorrow.
Sentence 6		√	√		“1,2,3”, the race is begin .	“1,2,3, the race began.
Sentence 7		√	√		Rabbit run so fast but the turtle Run very slow.	Rabbit ran faster than turtle.
Sentence 8			√		Is minutes latter , the rabbit as soon as stoped to rest under the tree and he fall a sleep.	A few minutes later, the rabbit decided to take a rest under the tree until he overslept.
Sentence 9	√	√	√		The turtle run so slow and the Turtle win the race.	The turtle ran slowly and he won This competition.
Sentence 10	√	√	√		The rabbit is dissapointed because he mock the turtle is run very slow.	The rabbit was dissapointed because he mocked the turtle that run slowly.

The Identification of Errors By Student 17“Frozen”

Sentences	Types of Errors				Error	Correction
	O	A	M	M		
Sentence 2		√	√		They are is princess in Erudite Kingdom.	They were princess in Erudite Kingdom.
Sentence 3		√	√		Elsa have a power of ice but Anna is the normal girl.	Elsa had a power of ice but Anna Was a normal girl.
Sentence 4		√			Once upon a day, Anna and Elsa is fight.	Once upon a day, Anna and Elsa Fought.
Sentence 5	√		√	√	Elsa attackted heart of Anna and freezing Erudite Kingdom.	Elsa attacked Anna’s heart and She froze Erudite Kingdom
Sentence 6			√		Then, Elsa is sick.	Then, Elsa was sick.
Sentence 7	√	√	√		And then, Elsa cried to safe Anna and Elsa success life of Anna and Anna is beautifull	Then, Elsa cried when she Checking Anna’s condition. After that, Elsa tried to treat

					again.	Anna and she succeeded. Anna was beautiful again.
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The Identification of Errors By Student 18“Little Mouse And Lion”

Sentences	Types of Errors				Error	Correction
	O	A	M	M		
Sentence 1			√		There was a little mouse in the middle of florest.	There was a little mouse in the middle of forest.
Sentence 2			√		The mouse is smart and helpfull.	The mouse were smart and helpfull.
Sentence 3			√		At once time, the lion was trapped and he can't fled .	One time, the lion was trapped and He couldn't fled.
Sentence 4	√		√		The mouse know the lion was trapped and the mouse went to the lion and rescued the lion from the trap.	The mouse knew if the lion was Trapped. He went to the lion for rescue him from the trap.
Sentence 5			√		They was a best friend.	They became bestfriend.
Sentence 6	√	√	√		They live together and happened they go to whenever they always together.	They lived together in the forest and whatever happened, they were together.

The Identification of Errors By Student 19“Rabbit And Crocodile”

Sentences	Types of Errors				Error	Correction
	O	A	M	M		
Sentence 2			√		He has an idea	He had an idea.
Sentence 3	√				He saw crocodile swimming in the river.	He saw crocodile was swimming in the river.
Sentence 6			√		The rabbit start to jumping from one crocodile to another until twenty.	The rabbit started to jump from one crocodile to another until twenty.
Sentence 8			√		Rabbit and his friends accept from the crocodile.	Rabbit and his father accepted from the crocodile.

The Identification of Errors By Student 20“Pinocchio”

Sentences	Types of Errors				Error	Correction
	O	A	M	M		
Sentence 4	√		√	√	He was magic become a boy by witch.	He was made by a witch with using a magic.
Sentence 5	√		√		When he lay his nose become tall .	When he was lying his nose became long nose.
Sentence 6	√		√	√	When they adult , he was bring up by witch for became asisten.	When he was adult, the witch made him an assistant.
Sentence 7	√	√	√		Pinocchio has rescue by grandfather and bring on the home and pinocchio were happy ending.	Pinocchio had rescued by a old man and he brought him to the his home. Finally, they were happy.

The Identification of Errors By Student 21 “Rabbit And Turtle”

Sentences	Types of Errors				Error	Correction
	O	A	M	M		
Sentence 1		√	√		There was arrogant rabbit and other animals such as turtles, ants, snails, worms, buterflies nothing like the arrogant rabbit.	There was arrogant rabbit but his friends was not arrogant like him.
Sentence 3		√	√		At the time, the arrogant rabbit running with looking the turtle with say” hey, turtle you don’t just a walking, learn ran lets fast up!”	At the time, the arrogant rabbit run and he met the turtle with said ” hey, turtle you don’t just a walking, learn ran lets fast up!”
Sentence 6		√	√		Then, some animals don’t like the rabbit.	Then, other animals didn’t like the rabbit’s attitude.
Sentence 7	√		√		The rabbit promise for don’t arrogant.	The rabbit promised to his friends If he didn’t arrogant with his friends again.
Sentence 8			√		The animals will make good activity.	The animals would make good activities.

Notes:

O = Omission

A = Addition

M = Misformation

M= Misodering

Recapitulation of Data

Students	Types of Errors			
	Omission	Addition	Misformation	Misordering
Student 1	2	2	7	1
Student 2	1	2	4	0
Student 3	4	9	8	2
Student 4	2	1	4	0
Student 5	3	2	9	0
Student 6	4	3	5	0
Student 7	3	2	4	0
Student 8	2	1	4	0
Student 9	2	1	11	0
Student 10	1	4	6	0
Student 11	3	2	7	1
Student 12	0	2	7	1
Student 13	3	3	6	0
Student 14	4	3	8	2
Student 15	5	4	7	2
Student 16	3	5	8	0
Student 17	2	4	5	1
Student 18	2	1	6	0
Student 19	1	0	3	0
Student 20	4	1	4	2

Student 21	1	3	5	0
Total	52	55	128	12
247				

Formula:

$$P = F \times \frac{100\%}{N}$$

Notes:

P = Percentages

F = Frequency

N = Number of cases (total of frequensi)

Percentage Of Student's Errors:

a. Omission

$$P = \frac{52}{247} \times 100\% = 21\%$$

b. Addition

$$P = \frac{55}{247} \times 100\% = 22\%$$

c. Misformation

$$P = \frac{128}{247} \times 100\% = 52 \%$$

d. Misodering

$$P = \frac{12}{247} \times 100\% = 4,8\%$$

APPENDIX 7

Documentation

Teacher Explained Material



Students Wrote Narrative Teks



APPENDIX 8

Surat Izin Penelitian



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN (FKIP)

Prodi Pendidikan Guru Anak Usia Dini (PG-PAUD) Terakreditasi Nomor : 024/BAN-PT/Ak-XV/S1/VIII/2012

Prodi Pendidikan Guru Sekolah Dasar (PG-SD) Terakreditasi No. 174/SK/BAN-PT/Ak-XVI-S-VIII/2013

Prodi Pendidikan Bahasa Inggris Terakreditasi No. 447/SK/BAN-PT/Akred/S/XI/2014

Prodi Pendidikan Ilmu Pengetahuan Alam (IPA) Terakreditasi No. 337/SK/BAN-PT/Akred/S/IX/2014

Prodi Pendidikan Teknik Informatika & Komputer (TIK) SK Pendirian Dirjen DIKTI Kemendikbud No. 520/E/O/2013

KAMPUS II : Jl. Mojopahit 666-B Telp. 031-8945444, 8928097, Faks. 031-8949333 Sidoarjo - 61215

website : fkip.umsida.ac.id

email : fkip@umsida.ac.id

Nomor: E.6/556/09.00/IZ/N/I/2017

Lamp : -

Hal : Surat Ijin Observasi

Kepada Yth.

Kepala SMPN 1 CANDI

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan adanya tugas akhir skripsi maka bersama ini kami mohon perkenan Bapak/Ibu Kepala SMPN 1 Candi untuk mengijinkan mahasiswa kami di bawah ini :

NO	NIM	NAMA	FAKULTAS/JUR
1	138820300010	PUTRI MEGA SUSANTI	FKIP/PEND. BHS INGGRIS

Untuk melaksanakan observasi di **SMPN 1 CANDI**, dengan judul skripsi : *An Error Analysis of The Use Past Tense In Narrative Text*

Demikian atas perhatian dan bantuannya kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Sidoarjo, 31 Januari 2017

Dekan FKIP,



Dr. Nur Evendi, M.Pd

APPENDIX 9

Surat Keterangan Telah Melakukan Penelitian



PEMERINTAH KABUPATEN SIDOARJO
DINAS PENDIDIKAN DAN KEBUDAYAN
UPT SMP NEGERI 1 CANDI
Jalan. Mojopahit No. 7 Telp. 8941105 Sidoarjo kode pos 61271
Email: smpnegeri 1candi@gmail.com

SURAT KETERANGAN
NOMOR : 005/179/ 404.5.1.2.20/2017

Kepala UPT SMP Negeri 1 Candi menerangkan bahwa :

Nama : Putri Mega Susanti
NIM : 138820300010
Semester : VIII
Jurusan / P. Studi : Bahasa Inggris
Universitas : Muhammadiyah Sidoarjo

Yang bersangkutan telah melakukan observasi di UPT SMP Negeri 1 Candi tanggal 1 dan 8 April 2017, dalam rangka penyusunan Skripsi dengan judul :

“ An Error Analysis of The Use Tense In Narrative Text

Demikian keterangan ini dibuat untuk dipergunakan seperlunya.

Sidoarjo, 10 April 2017
Kepala UPT SMP Negeri 1 Candi



Drs. Mohammad Solliq, M.Pd.
NIP. 19590815 198303 1 025

APPENDIX 10

Berita Acara Bimbingan Skripsi



UNIVERSITAS MUHAMMADIYAH SIDOARJO
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN (FKIP)

Jurusan / Program Studi :

- Pendidikan Guru Anak Usia Dini (PG-PAUD) Akreditasi BAN-PT NO: 024/BAN-PT/Ak-XV/SI/VI/11/2013
- Pendidikan Guru Sekolah Dasar (PGSD) SK. Mendiknas RI No : 87/D/0/2010
- Pendidikan Bahasa Inggris SK. Mendiknas RI No : 237/E/0/2011
- Pendidikan Ilmu Pengetahuan Alam (IPA), SK. Mendikbud RI. NO: 418/E/0/2012
- Pendidikan TIK

Jl. Mojopahit 666B Sidoarjo 61215 : Telp. 031 8945444 Ext. 135-136, Fax. 031-8949333
e-mail : fkipumsida@gmail.com http://www.umtsida.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama Mahasiswa : PURRI MEGA SUSANTI
2. NIM : 13002030010
3. Jurusan : Pendidikan Bahasa Inggris
4. Judul Skripsi : An error analysis on the use of past tense in narrative text
5. Pembimbing : Fika Megawati, M.Pd

KONSULTASI



NO	TGL.	PARAF	URAIAN BIMBINGAN
1	22/4/16		Bab I → Revision. I
2	1/5/16		Bab I → Revision 2.
3	14/12/16		Ace Bab 1 + Revisi Bab 2.
4	27/12/16		Revisi Bab 2 & 3, Referensi
5	18/1/2017		Revisi Bab III
6	24/1/2017		Revisi Chapter 1, 2 & 3
7	8/5/2017		Revisi Bab 4
8	17/5/2017		Revisi Bab 4
9	3/5/17		Revisi + Bab 3 (past tense) → Maju Ujian
10	6/6/17		Ace all chapters + abstract
11			
12			
13			
14			
15			
16			
17			
18			

Keterangan :

Dekan

(Nur Hidayat, M.Pd)

Sidoarjo, 6 June 2017

Dosen Pembimbing

(Fika Megawati, M.Pd)

APPENDIX 11

Biografi

Biodata Diri



Nama : Putri Mega Susanti

Tempat dan Tanggal Lahir : Kediri, 15 Mei 1995

Jenis kelamin : Perempuan

Status Perkawinan : Belum Menikah

Kewarganegaraan : Indonesia

Agama : Islam

Alamat : Ketegan Timur Gg Seno Rt:12 Rw:03, Taman, Sidoarjo

No Telepon : 085852601916/ WA: 089633809928

Email : Putrimega22@gmail.com

Nama Orang Tua : Santoso dan Kristiana

Anak ke/ Dari : Satu dari satu bersaudara

Pendidikan Terakhir : SMA Program IPS